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AUTHOR Levinski, Carol; And Others
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ABSTRACT

Intended to help students improve their vocabulary and word usage skills, this book of games offers students an opportunity for group interaction and the option of reinforcing skills in an interesting manner. The first part of the book contains ideas for determining and building content vocabulary, using a dictionary, and previewing texts, and also lists commercial games. The second part, Pencil Fun with Words, contains examples of different ways of reinforcing vocabulary skills, such as games involving acronyms, antonym titles, homonyms, palindromes, euphemisms, a vocabulary crossword, and word pictures. Following that are group games for the entire class or for small groups (many of which can be used to reinforce any content area skill), consonant blend tic tac toe, homonym bingo, idiom charades, phonetic bingo, syllable split-up, and wordopoly (a board game). Answer keys for the games and a list of vocabulary resources are included. (EL)

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Teacher to Teacher

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CALIFORNIA DEMONSTRATION PROGRAM
IN READING
SANTA FE MIDDLE SCHOOL, MONROVIA

CS008193

GAMES FOR SKILLS

DEMONSTRATION PROGRAM IN READING
Santa Fe Middle School

Prepared by

Carol Levinski ..... Project Director
Brenda Anderson ..... Reading Specialist
Luanne Hansen ..... Reading Specialist
Eileen Fasana ..... Teaching Assistant
Nancy Madsen ..... Teaching Assistant
Alberta McBride ..... Teaching Assistant
Mary Kirschner ..... Consultant
Susan Goff ..... Project Secretary

Robert Dawson, Principal

Gwendolyn Collier, Superintendent of Schools

Monrovia Unified School District
Board of Trustees

Linda Proctor, President
Bruce Brady
Robert De Mayo
Mimi Mency
M. L. Moberg

Santa Fe Middle School
148 West Duarte Road
Monrovia, California 91016

Revised, January 1982

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INTRODUCTION

The Demonstration Program in Reading at Santa Fe Middle School became a reality in January of 1973. Santa Fe was selected because a majority of the pupils had not attained normal reading achievement when compared with national norms. These students came from low income families or received aid for dependent children. Also, many pupils were from transient or single parent families. The ethnic distribution has changed from a predominantly black minority to a larger Spanish-surname minority.

The academic needs of many of Santa Fe's students are critical. Priority for meeting these needs is determined by examining statistical data from CTBS (Comprehensive Tests of Basic Skills), CAT (California Achievement Test), Stanford Diagnostic Reading Test, Spache Diagnostic Reading Scales and by relying on teacher observation and judgement.

We also attempt to determine the students' physical needs in order to help them improve in reading. All students are screened for possible hearing problems. Vision problems are discovered by using a telebinocular and the advice of a local optometrist.

Students receive instruction in the Reading Center for two years during seventh and eighth grades. Classes are heterogeneously grouped. Each student's needs are individually diagnosed and a program is prescribed. A wide variety of multi-sensory, multi-media materials is utilized, as we continually attempt to provide each student with a suitable learning approach.

We recognize that individualization of instruction is an all-encompassing concept which must reach into every facet of education. The student's ultimate learning experience in the classroom is a culmination of many factors such as the community and district philosophy of education, the expertise and attitudes of both the professional and para-professional staff, the involvement of parents and community members, and the attitude and motivation of the pupils.

For a complete look at our program you may request our Program Overview booklet; we will be happy to send it to you free of charge.

RATIONALE FOR GAMES

It has long been generally accepted that a person's vocabulary is a good index of his mental ability. The question is whether we have a large vocabulary because we are born with high intelligence or whether we increase intelligence by developing a large vocabulary. Students need to realize that vocabulary adds to the nature and quality of their lives.

Our major objective in preparing this book is to help students increase their vocabulary and word usage in all skill areas. Every classroom teacher is and should be a reading teacher. Your students cannot understand your subject unless they can understand the terminology used.

Games offer students an approach to learning not usually found in the systematically organized instruction period. When used in an individualized program, they provide the often missing element of group interaction. Games afford the opportunity to reinforce skills in an interesting manner; drill and repetition are made more palatable to the students.

Students enjoy participating in games; they will give undivided attention and interest to a game. Because games contain the self-competition or the group-competition element, they often motivate students to maximum effort.

DISCLAIMER

No idea is entirely original. The games in this book have been developed from many sources; we have adjusted them according to our needs. It is our hope that you will now change and adjust these games to suit your needs and skill areas.

DETERMINING AND BUILDING CONTENT VOCABULARY

This section deals with determining your students' needs, helping them learn to use a dictionary and to preview their textbooks.

The first step in helping the student discover the meaning of new words is to find out what is already known. The following are steps a teacher can take to determine this.

OBJECTIVE: Given any content word found in reading materials used by the learner, he/she indicates his/her understanding of the conceptual meaning of the word by:

1. giving a synonym for the concept
2. using it in an appropriate context
3. defining it in his/her own words, or
4. performing a physical operation indicative of the meaning.

PRETEST: Ask the learner what the word means. Learner should give an appropriate response to at least two of the four techniques above for assessing meaning. Criterion for mastery is 100%. Keep track of the words missed as you need teach only the conceptual meanings the learner doesn't know.

Here are other methods of testing for knowledge:

1. Self check: the teacher can make a list of words relating to the subject to be studied and the student checks the words he/she knows or doesn't know. Symbols may be used and the student would respond in the following manner:
   4 = I know it and use it
   3 = I know it somewhat
   2 = I've heard of it
   1 = I've never heard of it

2. Multiple choice: This technique may be used to indicate distinctions between word meanings, such as: "While she was drying dishes, May broke a glass. 'You're a big help,' her mother said. May's mother was being: A. ironic; B. sarcastic; C. satirical."

3. Matching: There are various matching techniques including matching words with definitions; matching roots with definitions; matching prefixes with definitions; matching words with related phrases or words (not definitions) such as:

owl	flies high
eagle	called wise

4. Using the context: Present a paragraph from your class text with some words underlined. Ask students to infer the meaning of these words. Discuss the use of external and internal clues. You may refer to the section on context clues on page 23.

5. Chapter study: Before and after they study a chapter of one of their texts, check students' understanding of key words by multiple choice tests. Students may be asked to help prepare these tests. Refer to the section on previewing, page 8.

6. Definitions: Ask the students to give their own definitions for a list of words. Also do the reverse by giving the definitions and asking the students to supply the words defined. An example: "Substance used in pencils." (Graphite) Clues may be added:

   g .. .. e

7. Identifying mistakes: Have students substitute correct vocabulary for italicized or underlined mistakes. You could pick mistakes they make in their own writing. See also "Confused Pairs," page 22.

Example:

eligible 1. He's not *legible* for the army.

delusions 2. The speaker was suffering from *allusions* of grandeur.

Once you have determined your students' knowledge, you may do two things. First, develop a conceptual understanding. Expose the student to selected experiences that form the basis for the concept. Direct him/her to look carefully and listen to these illustrative experiences and attach a word that names the concept. Now, redirect the learner to the specific content lesson in which the word was or will be found. You can teach meaning skills as they arise in the daily lessons, or you can anticipate necessary concepts and teach them prior to encountering them in the content lessons. The good teacher will do both.

There are many activities which will help learners grasp the meaning concepts that surround them in their classrooms. At times, you will need to develop a concept through multiple firsthand experiences with a whole series of events that lead to understanding. You could teach the concept of erosion, for example, by having your learner pour water over a slanted tray of dirt and examine the changes in the grooved mud. A few minutes on the school field after a rain shower could also be used to illustrate erosion.

A step removed from the ideal first-hand experience is the creative use of audio-visual materials. At times, the examination of the context in which a word is found will be necessary for developing both the concept and its specific meaning.

A final resource is a well-planned dictionary activity (see page 7) coupled with any of the previously discussed techniques.

You should also teach students the use of a thesaurus. This can be done by having learners, individually or as a class project, note on 3 X 5 cards the key concepts and various synonyms created from class discussions.

USING THE DICTIONARY

Reduce the amount of sheer drudgery so the mastery of vocabulary remains an interesting as well as a useful experience.

1. Be sure your students thoroughly understand the dictionary. Many do not know the proper use of guide words.

2. Instead of having the entire class look up the same word, have each student look up two or three and report to the class.

3. Students could make visual presentations using an overhead projector or chalkboard drawings to illustrate words.

4. The value of defining a word by writing it in a sentence has been greatly exaggerated. Try word games (section IV) instead.

5. Use synonyms and antonyms to show students the variety of meanings.

6. Teach words in classes and categories, such as foods, foreign words commonly used in English, etc.

7. The students should understand the abbreviations which are commonly found in books, such as ibid, op cit, pseud.

8. Students should know that dictionaries contain other useful information such as syllabication, correct use of capitals and the like.

9. A quick and easy game to play is to have students look up a teacher-given word at the end of the period. Whoever finds it first may leave class a minute early.

PREVIEWING TEXTS

Don't tell your students to preview a chapter -- don't tell them how to do it -- do it with them many times. Take 10 minutes to preview each chapter with the entire class, at least for the first two months of school.

A chapter preview of Chapter Two in *History of a Free People,* By Henry W. Bragson and Samuel P. McCutchen, might include the following:

Turn to the Table of Contents.

What is the title of Chapter Two? What are the titles of the chapters before and after it? What are some of the subdivisions in Chapter Two?

Turn to Chapter Two. (page 32)

Read the introductory paragraph. What did John Adams say? What questions does that raise in your mind?

Skim the bold face type. What are some of the subdivisions?

What is the map on page 35 about?

What does the picture on page 36 tell you?

What is the chart on page 38 about?

What do the illustrations on page 42, 43, 44 and 45 bring to your mind? (You may wish to study each picture separately.)

Turn to page 45. Look at the terms under "Who, What and Why." (Go through the list and let students identify the terms they know.)

Now read the questions under "In Your Notebook." (Read the questions to the students or call for student volunteers.)

Ask students to tell the class, in their own words, what they think the chapter will be about.

Be sure students understand any new vocabulary words in the chapter.

RECOMMENDED COMMERICAL GAMES

GAME	SKILL	PUBLISHER
Boggle	Spelling/Vocabulary	Parker Brothers
Careers	Comprehension/Vocabulary	Parker Brothers
Dig	Spelling/Vocabulary	Parker Brothers
Gold Cup Series	Comprehension/Vocabulary	Bowmar
1. Bicycle Rally		
2. Dune Buggy Rally		
3. The Great Balloon Race		
4. Horse Trail Ride		
5. Minibike Gran Prix		
6. Motorcycle Moto Cross		
Password	Vocabulary	Milton Bradley
Perquacky	Spelling/Vocabulary	Lakeside Industries
Phonetic Quizmo	Phonics	Milton Bradley
Probe	Spelling/Vocabulary	Parker Brothers
Scan	Perception	Parker Brothers
Scrabble	Spelling/Vocabulary	Selchow & Righter Co.

PENCIL FUN WITH WORDS

The following activities are examples of different ways to reinforce vocabulary. Some examples of vocabulary review for specific content areas are included. We are sure every teacher could create enjoyable ways for their students to learn vocabulary related to their subject areas. A teacher's imagination is the best teaching tool.

ACRONYMS

In recent years, there has been a new way of building new words. Many organizations, for example, have long names which people do not remember or do not want to repeat. The first letters of the words in the organization's title are therefore put together to form a short, easy to remember new word. The name Supreme Headquarters of the Allied Powers in Europe has become SHAPE by taking the S from Supreme, the H from Headquarters, and so on. Sometimes, the wordmakers take the first letters of the words in a phrase and spell them into an easy word. The Army car with a four-wheel drive known as a G. P., or General Purpose Vehicle, has become known as a Jeep.

DIRECTIONS: In the columns below are some common acronyms. Match them with the phrases which they represent.

....1. AWOL	....7. SCUBA	....13. SNAFU	....19. SEATO
....2. VIP	....8. WASP	....14. SAC	....20. ASCAP
....3. CONELRAD	....9. SONAR	....15. AMVETS	....21. LEM
....4. WAC	...10. LASER	....16. CARE	....22. NASA
....5. NATO	...11. UNICEF	....17. SPARS	....23. VISTA
....6. RADAR	...12. WAVES	....18. UNESCO	....24. SOS

a. Radio detecting and ranging
b. Lunar Excursion Module
c. Strategic Air Command
d. Coastguard's Women's Auxiliary
e. sound navigation ranging
f. Committee for American Relief in Europe
g. United Nations Educational, Scientific and Cultural Organization
h. very important person
i. Women Appointed for Volunteer Emergency Service
j. Southeast Asia Treaty Organization
k. American Society of Composers, Authors and Publishers
l. National Aeronautics and Space Administration
m. control of electromagnetic radiation
n. self-contained underwater breathing apparatus
o. North Atlantic Treaty Organization
p. United Nations Children's Fund
q. absent without leave
r. American Veterans
s. save our ship
t. light amplification through simulated emission of radiation
u. Women's Air Force Service Pilots
v. Volunteers in Service to America
w. long-range navigation
x. situation normal, all fouled up

SUGGESTED ACTIVITIES:

1. Name five more acronyms and tell what they stand for -- bring newspaper articles in which they appear.
2. Make up acronyms for businesses or products such as: HELP (Hundreds of Everyday Low Prices) for Albertson's.
3. See if you can develop a secret message using acronyms.

ANAGRAMS

Each of the following examples gives two or three definitions. The two or three words being defined are anagrams of each other. In the first section the words are four letters long. In the second section, the words are five letters long. Write the words after their definitions.

FOUR LETTER WORDS

1. A piece; a section; not the whole: ..... (part)
   A snare; a device used for catching wild animals : ..... (trap)

2. A large dangerous animal: ..... (bear)
   Uncovered: ..... (bare)

3. Small, round, green vegetables: ..... (peas)
   Large, powerful monkeys: ..... (apes)

4. A flower that has thorns on its stem: ..... (rose)
   Painful: ..... (sore)

5. These are used to hit baseballs: ..... (bats)
   To pierce or wound with a knife: ..... (stab)

6. Opposite of female: ..... (male)
   Breakfast, lunch, supper or dinner: ..... (meal)
   Disabled in the leg or foot; having to limp: ..... (lame)

FIVE LETTER WORDS

7. Listens: ..... (hears)
   Rabbits: ..... (hares)
   To divide up, give and enjoy with others: ..... (share)

8. A flat piece of wood; a plank: ..... (board)
   Wide: ..... (broad)

9. Used, besides a comb, to keep hair groomed: ..... (brush)
   A bush: ..... (shrub)

10. Gets in return for work; deserves: ..... (earns)
    A trap: ..... (snare)
    Approaches: ..... (nears)

11. A weapon used for hunting, fired from the shoulder: ..... (rifle)
    Someone who pilots an airplane: ..... (flier)

12. Take things that belong to others: ..... (steal)
    Lowest amount; opposite of most: ..... (least)
    Stories: ..... (tales)

ANAGRAMS

Give each player a list of words, each of which can be rearranged into at least one other word. Give the players a limited time in which to rearrange each word in the list to form a second word. Examples for each word are shown.

KEY WORD	ANAGRAM EXAMPLES
acme	came, mace
arts	rats, star
battle	tablet
bowl	blow
cheap	peach
dare	dear, read
earth	heart
enlarge	general
amen	mane, mean
asleep	please, elapse
bleat	table
charm	march
dale	deal, lead
disease	seaside
east	seat, eats
enlist	listen, silent
flow	fowl, wolf
horse	shore
lame	palm
least	steal, tales
limes	smile, miles
lump	plum
nerve	never
wasp	paws
post	stop, pots, spot
sleet	steel
sword	words
forest	softer
leap	pale, plea
lemon	melon
low	owl
therein	neither
panel	plane
petal	plate, pleat
tinsel	silent
state	taste
untied	united

ANTONYM TITLES

Below are some strange-sounding book titles. The titles are actually taken from some very famous book titles, only the words in the original titles have been replaced by antonyms. See if you can figure out the correct titles from the list provided at the bottom of the page.

1. White Mare ..... (Black Stallion) .....
2. A Run in the Sunlight ..... (S)
3. The Low and the Weak ..... (Q)
4. Harsh is the Day ..... (T)
5. Brightness at Midnight ..... (U)
6. The Noisy Autumn ..... (O)
7. Small Disappointments ..... (L)
8. A United War ..... (W)
9. Big Men ..... (G)
10. Day To Forget ..... (X)
11. Down From Freedom ..... (N)
12. Friend Above ..... (D)
13. An Inhuman Tragedy ..... (R)
14. The Bad Servant ..... (K)
15. The Black Doe ..... (M)

A. Giant
B. Arrowsmith
C. Native Son
D. Enemy Below
E. Our Town
F. The Stranger
G. Little Women
H. Vanity Fair
I. Black Stallion
J. Box Car Children
K. The Good Master
L. Great Expectations
M. The White Stag
N. Up From Slavery
O. The Silent Spring
P. Red Horse Hill
Q. The High and the Mighty
R. A Human Comedy
S. A Walk in the Moonlight
T. Tender is the Night
U. Darkness at Noon
V. Return of the Native
W. A Separate Peace
X. Night To Remember

Not all titles have been used. Create your own Antonym Titles from the remainder or for your own favorite books. You may also try synonyms to replace popular movie titles such as "Fantastic Gent" for "Superman" or "Astral Battles" for "Star Wars."

THE ASSOCIATION GAME

For each group of words find the word(s) that will match or associate the two phrases used. For example: A golden gate roadway and a card game. Answer: Bridge. The Answer Key follows.

1. Basketball and what a baby does.....
2. A golf swing and fishing equipment.....
3. Swimming fundamental and a tennis racket movement.....
4. A hockey violation and a clogged passage .....
5. Something you strive for and a point in soccer .....
6. Two people who look alike and a game of badminton.....
7. What you do to your car and what a coach does to his players .....
8. What a baby does and a swimming stroke .....
9. A bird and a ball hit out-of-bounds.....
10. Tasty candy on a stick and one who is easily deceived .....
11. A hockey stroke and one dip of ice cream.....
12. A post in flag football and a Broadway production.....
13. A badminton stroke and a blue sky.....
14. An emotional state and a score in tennis .....
15. A part of archery equipment and what eyes are used for.....
16. A bowling term and what a snake does .....
17. Games in tennis and what the sun does .....
18. An earthquake and a type of movement in modern dance.....
19. A badminton stroke and a car wreck.....
20. A swimming stroke and a beautiful insect.....
21. A piece of equipment in badminton and a bunch of noise.....
22. Markings on a football field and thirty-six inches .....

23. Being overweight and a famous battle .....

24. A mad rush to finish line and a way to cook eggs .....

25. A type of social dancing and an up-tight person .....

26. A necessity in archery and a ribbon in your hair .....

27. One piece of bread and a golf swing .....

28. A baseball position and a container for liquid .....

29. What you do with your racket and a playground apparatus. .....

30. A football player and what you get when your twenty-five cents is returned .....

ANSWER KEY

1. dribble
2. hook
3. stroke
4. obstruction
5. goal
6. doubles
7. drive
8. crawl
9. foul
10. sucker
11. scoop
12. play
13. clear
14. love
15. sight
16. strike
17. set
18. vibratory
19. smash
20. butterfly
21. racket
22. yard
23. Battle of the Bulge
24. scramble
25. square
26. bow
27. slice
28. pitcher
29. swing
30. quarterback

BEGINNINGS AND ENDINGS

DIRECTIONS: Add a letter or letters to the beginning or ending of each word to make another word that fits the clues. Notice how the addition of the letter changes the meaning and the sound of the word.

In this set, add one or more of these letters to the BEGINNING of the word: m, g, t, s, y, h, f, a, b.

	WORD	CLUE	ANSWER	KEY
1.	ate	opening in a fence	_ _ _ _	gate
2.	one	left	_ _ _ _	gone
3.	rumble	unhappy sound	_ _ _ _ _ _ _	grumble
4.	ink	fine fur	_ _ _ _	mink
5.	old	mildew	_ _ _ _	mold
6.	other	one of your parents	_ _ _ _ _ _	mother
7.	rot	horse's gait	_ _ _ _	trot
8.	rail	path	_ _ _ _ _	trail
9.	rink	make smaller	_ _ _ _ _ _	shrink
10.	rain	runs on a track	_ _ _ _ _	train
11.	one	a sound or feeling	_ _ _ _	tone
12.	own	a small city	_ _ _ _	town
13.	early	annually	_ _ _ _ _ _	yearly
14.	eat	to make warmer	_ _ _ _	heat
15.	ever	to have a temperature	_ _ _ _ _	fever
16.	owl	to yell	_ _ _ _	howl
17.	raid	frightened	_ _ _ _ _ _	afraid
18.	read	use for toast	_ _ _ _ _	bread

BEGINNINGS AND ENDINGS, CONTINUED

DIRECTIONS: In this set, add one or more of these letters to the ENDING of each word: h, d, l, n, e, k, y, t, g.

WORD	CLUE	ANSWER	KEY
1. bow	a game or container	_ _ _ _	bowl
2. bear	hair on the face	_ _ _ _ _	beard
3. pat	a walkway	_ _ _ _	path
4. crow	worn by royalty	_ _ _ _ _	crown
5. prim	first in rank	_ _ _ _ _	prime
6. part	a celebration	_ _ _ _ _	party
7. ten	a canvas shelter	_ _ _ _	tent
8. thin	to use the mind	_ _ _ _ _	think
9. fir	something burning	_ _ _ _	fire
10. son	a ballad	_ _ _ _	song
11. knee	rest on a knee	_ _ _ _ _	kneel
12. fin	locate	_ _ _ _	find
13. ear	to get as pay	_ _ _ _	earn
14. man	a large number	_ _ _ _	many
15. car	a small wagon	_ _ _ _	cart
16. mar	a spot	_ _ _ _	mark
17. stag	a raised platform	_ _ _ _ _	stage
18. stun	past tense of sting	_ _ _ _ _	stung

CONCEPT ASSOCIATION

Concept association is the learning of a word by a description of it or of its activity. This can be done by filling in blanks, which also helps reinforce spelling. (This list was prepared for a science class.)

	DEFINITION	ANSWER	KEY
1.	tiny particle of which chemical elements are made	_ _ _ _	atom
2.	basic unit of living matter	_ _ _ _	cell
3.	liquid	_ _ _ _ _	fluid
4.	an explanation of how or why something happens, especially based on scientific study or reasoning.	_ _ _ _ _ _	theory
5.	one part of the nucleus of an atom with no electrical charge.	_ _ _ _ _ _ _	neutron
6.	a rock or mineral	_ _ _	ore
7.	the positive part of an atom's nucleus	_ _ _ _ _ _	proton
8.	to change into vapor	_ _ _ _ _ _ _ _ _	evaporate
9.	melting or joining together	_ _ _ _ _ _	fusion
10.	a test to find out something or to see if a thing is correct	_ _ _ _ _ _ _ _ _ _	experiment
11.	What all things are made of; anything that takes space; solids, liquids, gases are examples	_ _ _ _ _ _	matter
12.	consists of one or more atoms	_ _ _ _ _ _ _ _	molecule
13.	instrument to make small items look larger for study	_ _ _ _ _ _ _ _ _ _	microscope
14.	path of a heavenly body going around another	_ _ _ _ _	orbit
15.	power of certain forces in nature to do work, force	_ _ _ _ _ _	energy

CONFUSED PAIRS

This exercise alerts students to words often confused because of pronunciation or spelling similarities. The difficulty of the words ranges from easy to hard so teachers may select word pairs appropriate for their students.

DIRECTIONS: Draw a line to the word or phrase in column B which matches the word in column A.

A	B	A	B
slick	seal	sink	a metal
sleek	ice	zinc	in the kitchen
popular	girl	tired	weary
poplar	tree	tried	attempted
mole	on bread	inspire	put life into
mold	on body	expire	die
gamble	romp	quiet	very
gambol	dice	quite	not noisy
angle	wings	ever	always
angel	corner	every	all
champagne	politics	saucer	magician
campaign	drinks	sorcerer	plate
palm	leaf	anecdote	remedy
psalm	song	antidote	funny story
decal	sticker	umpire	British
ducal	duke	empire	referee
allusion	indirect reference	trial	test
illusion	not real	trail	path
scow	frown	ellipse	sun
scowl	boat	eclipse	oval
squaw	storm	diagram	a sketch
squall	Indian	diaphragm	membrane
which	choice	canary	preserving food
witch	magic	cannery	yellow feathers

CONTEXT CLUES

In reading, how do you determine what a strange-looking word means? Of course, you can look in the dictionary. But before you do, try to figure out what it means by how it is used in the sentence and by the words around it. Find the meaning of the following underlined words and circle the correct answer. Then find five new words in the dictionary and create your own five sentences and answer choices.

1. They thought her speech was too <u>frivolous</u> for a graduation ceremony.
   a. light and playful; not serious
   b. deep, meaningful
   c. interesting, exciting

2. Because there was <u>adequate</u> food, no one went away hungry.
   a. athletic; strong
   b. enough; sufficient
   c. not enough; in short supply

3. His <u>ambiguous</u> answers left the audience confused.
   a. helpful
   b. plain
   c. unclear

4. He's too <u>obstinate</u> to admit that he made a mistake.
   a. friendly
   b. stubborn
   c. honest

5. <u>Abundant</u> support from the students made it easier for the team to play well.
   a. more than enough
   b. not enough
   c. half-hearted

6. Because of her quick temper, it was <u>inevitable</u> that there would be an argument.
   a. impossible
   b. unavoidable
   c. amusing

7. Since they <u>collaborated</u> on the script, they both received credit in the program.
   a. worked together
   b. toned down
   c. misunderstood

8. The teacher said the report was too <u>superficial</u> to deserve a good grade.
   a. carefully planned
   b. relating to the mind; not physical
   c. not deep or meaningful; shallow

9. Education is compulsory because it helps people to become well-informed citizens.
   a. required
   b. denied
   c. easy

10. He brought up irrelevant topics to distract us from the questions we were discussing.
   a. unrelated
   b. annoyed
   c. wise

11. The little boy's impulsive remark broke the silence in the church.
   a. moved by a sudden feeling
   b. carefully thought out
   c. necessary

12. They kept the meeting secret because they were making an illicit deal.
   a. ordinary; plain
   b. forbidden; illegal
   c. open; honest

13. Since my grades are mediocre, most teachers don't notice me very much.
   a. very good
   b. very bad
   c. neither very good or very bad

14. She had an alternative plan, in case the original plan didn't work out.
   a. offering or giving a choice; another
   b. not carefully thought out
   c. occasional; from time to time

15. They were accused of forming a conspiracy to escape from prison.
   a. secret agreement to do something wrong
   b. problem with no easy solution
   c. group of strangers

16. Her entertaining remarks pleased the audience.
   a. impossible
   b. unavoidable
   c. amusing

17. Her story may have been strange, but it was credible.
   a. believable
   b. unbelievable
   c. unreal

18. Because he was so wise, he was well thought of for his sagacious suggestions.
    a. vicious
    b. untrue
    c. keenly perceptive

19. He is even more adept with power tools than his shop teacher.
    a. tired
    b. skillful
    c. unskillful

20. She is so personable that she won the election easily.
    a. unpleasant; unlikeable
    b. hard to remember
    c. attractive; pleasant

CONTEXT CLUES ANSWER KEY

1.	a	11.	a
2.	b	12.	b
3.	c	13.	c
4.	b	14.	a
5.	a	15.	a
6.	b	16.	c
7.	a	17.	a
8.	c	18.	c
9.	a	19.	b
10.	a	20.	c

NOTE: Teachers might have the class create context clues using vocabulary from whatever unit is being introduced. Then one class could try to define another class's questions.

EUPHEMISMS

Euphemisms are words used to soften or disguise unpleasant things or to make something plain sound a little fancier.

We use many euphemisms for circumstances related to death. "Funeral director" is used for undertaker; "memorial park" is used more often than graveyard and "laid to rest" stands for buried.

We use euphemisms for every occasion. We have a tooth "extracted" not pulled; we "perspire" rather than sweat.

DIRECTIONS: Read the related sentences in columns A and B and put a check in the blank beside the sentence containing the euphemism.

	A		B
1.	A thousand men were killed in the battle.	1.	A thousand men were presumed lost in the conflict. .....
2.	He got into trouble with the police.	2.	He ran afoul of the law. .....
3.	Mr. Jones is the janitor.	3.	Mr. Jones is the custodian. .....
4.	His condition has deteriorated.	4.	He is dying. .....
5.	She is a guest of the motel.	5.	She is a customer of the motel. .....
6.	The water control engineer was detained.	6.	The plumber was late. .....
7.	The kitchen is a mess.	7.	The food preparation center lacks organization. .....
8.	Jane threw up.	8.	Jane lost her lunch. .....
9.	He was under the influence.	9.	He was drunk. .....
10.	You look terrible in that hat.	10.	That hat doesn't seem to bring out your best features. .....
11.	I perspire heavily.	11.	I sweat a lot. .....
12.	Insanity is a big problem.	12.	Mental disorders are not uncommon. .....
13.	I don't imbibe.	13.	I don't drink. .....
14.	He's a press agent.	14.	He's in public relations. .....
15.	Johnny tells very creative stories.	15.	Johnny is a liar. .....

GENERAL AND SPECIFIC WORDS

EXERCISE 1

animal .....
dog .....

Which word is more general? Which word is more specific? Keep in mind that general means not limited to one exact thing -- specific means exact. The word "animal" is more general because it means more than just "dogs." For example, cats, lions, birds, fish and horses are also animals. The word "dog" is more specific because it refers to a specific kind of animal.

Look at this pair of words: dog/German Shepherd

Now which word is general and which is specific? What happened? "Dog" becomes general because all dogs are not "German Shepherds." Are all German Shepherds dogs?

Place an S by the specific word and a G by the general term.

1. material .....
   cotton .....

2. cow .....
   animal .....

3. Winstons .....
   cigarettes .....

4. planet .....
   Mars .....

5. sport .....
   baseball .....

6. magazine .....
   Ebony .....

ANSWER KEY

1. G
   S

2. S
   G

3. S
   G

4. G
   S

5. G
   S

6. G
   S

GENERAL AND SPECIFIC WORDS

EXERCISE 2

In the groups of words that follow, write G for the more general and S for the more specific, or E if they are equally general or equally specific.

1. automobile .....
   Buick

2. Germany .....
   France .....

3. skis .....
   equipment .....

4. tool .....
   hammer .....

5. eagle .....,
   bird .....

6. winter .....
   fall .....

7. tennis .....
   swimming .....

8. color .....
   green .....

9. touch .....
   sight .....

10. beans .....
    food .....

11. wool .....
    material .....

12. cake .....
    cereal .....
    grapes .....
    meat .....
    food .....

13. walk .....
    movements .....
    jog .....
    sprint .....
    trot .....

14. Carl .....
    Denise .....
    James .....
    names .....
    Karen .....

15. corn .....
    vegetables .....
    peas .....
    carrots .....

GENERAL AND SPECIFIC WORDS

PHRASES, EXERCISE 3

In the following exercises you are to tell the difference between the general and specific phrases. Write G for the more general phrase and S for the more specific phrase and E if the phrases are equal.

EXAMPLES: The team of the year .....
The Green Bay Packers .....

1. wild animals .....
   African lion .....

2. smallness of Holland .....
   largeness of Russia .....

3. helpful animals
   German Shepherd watchdog .....

4. expensive automobiles .....
   fully-equipped Cadillac .....

5. parts of a body .....
   arm of a man .....

6. ice-cold Coke .....
   world famous drinks .....

7. baseball equipment .....
   a catcher's mitt .....

8. hard wheat .....
   basic world grains .....

9. the sense of touch .....
   the sense of sight .....

10. can be harmful to health .....
    reasons for not smoking .....
    an expensive habit .....
    a cause of household fires .....

11. helps to increase appetite .....
    helps to strengthen muscles .....
    contributes to better sleep .....
    advantages of regular exercise .....

GENERAL AND SPECIFIC, EXERCISE 2

ANSWER KEY

1. G
   S
2. E
   E
3. S
   G
4. G
   S
5. S
   G
6. E
   E
7. E
   E
8. G
   S
9. E
   E
10. S
    G
11. S
    G
12. G
    G
    G
    G
    S
13. S
    G
    S
    S
    S
14. S
    S
    S
    G
    S
15. S
    G
    S
    S

GENERAL AND SPECIFIC, EXERCISE 3

ANSWER KEY

1. G.
   S
2. E
   E
3. G
   S
4. G
   S
5. G
   S
6. S
   G
7. G
   S
8. S
   G
9. E
   E
10. S
    G
    S
    S
11. S
    S
    S
    G

GEOMETRY GEMS

Match each statement with the correct geometrical term, selected from the list at the right.

1. Why Dionysius, the southern Roman, could not be understood when he talked.
2. What the forgetful professor said about a letter he carried in his pocket for a week before mailing.
3. Reason that gentlemen go to the beach.
4. What one old farmer says to another.
5. What little acorns say when they grow up.
6. How the liquor salesman got to work.
7. If the music is playing, ask her if you can have . . . .
8. What a person should do when it rains.
9. A dead parrot.
10. They voted "yes" for better tractors.
11. What the cheerleaders said to the winning team.
12. A food that is a dessert.
13. Two Easter flowers sent by wire.
14. Has the baby had supper?
15. What the husband did when his mother-in-law wanted to go home.
16. What "fat Annie" was called.
17. What the father of two students at Stanford spends most of his money on.
18. To get the children home for supper, you have . . . .
19. What Jay wrote that was published in the paper.
20. Sharp weapon.
21. The one in charge.
22. Where they found the driver of the smashed-up automobile.
23. How to get your teacher to answer your questions.
24. An angle that is never wrong.
25. A chair on the underground railroad.

WORD LIST

1. acute angle
2. adjacent
3. axiom
4. center
5. coincide
6. collinear
7. congruent
8. corrollary
9. dihedral
10. distance
11. ellipse
12. geometry
13. hypotenuse
14. indirect
15. infinite
16. intuition
17. inverse
18. line
19. loci
20. median
21. parallelograms
22. pi
23. polygon
24. polyhedron
25. postulate
26. prism
27. protractor
28. ray
29. rectangle
30. rhombus
31. right angle
32. ruler
33. sphere
34. subset
35. tangent
36. two-column

26. What the cut-up skindiver became.

27. The way a poet writes his love letters.

28. Why you stand in line on an airplane.

29. How the parrot died.

30. A clever angle.

31. What you need from a phone message.

32. Who started the prison garden?

33. What is said about a man who can't talk clearly.

34. A broken angle.

35. Place where people are sent for committing a crime.

36. A beastly term.

GEOMETRY GEMS ANSWER KEY

1.	9
2.	25
3.	35
4.	19
5.	12
6.	30
7.	10
8.	5
9.	23
10.	27
11.	28
12.	22
13.	21
14.	15
15.	4
16.	20
17.	16
18.	36
19.	2
20.	33
21.	32
22.	14
23.	3
24.	31
25.	34
26.	8
27.	17
28.	13
29.	24
30.	1
31.	6
32.	7
33.	11
34.	31
35.	27
36.	19

HOMONYMS

Homonyms sound alike, but they are spelled differently and have different meanings.

Write the correct word to replace the one in italics.

1. She planted six *rose* of tomatoes. .....
2. Should I *wrap* on the door or ring the bell? .....
3. He *nose* more about cooking than you think. .....
4. My little sister wanted to *berry* the dead bird. .....
5. The wind *blue* several branches off the tree. .....
6. I must write a book report which is *dew* tomorrow. .....
7. I wish I *new* all the answers to this test. .....
8. He's going to *billed* a chicken coop all by himself. .....
9. Let's go to the waterfront and fish off the *peer*. .....
10. My father turned *pail* at the news. .....
11. I can still feel the *pane* from twisting my ankle last week. .....
12. Tie a tight *not* in the string. .....
13. She let the bread *doe* rise before baking it. .....
14. I am *board* because my friends are away. .....
15. There was a leak in the boat, so we had to *bale* out some water. .....

ANSWER KEY

1. rows
2. rap
3. knows
4. bury
5. blew
6. due
7. knew
8. build
9. pier
10. pale
11. pain
12. know
13. dough
14. bored
15. bail

MAP TERMS

MAP VOCABULARY

cartography
topography
demography
intrastate
interstate
interchange
coastal
inland
route
peninsula
boundary
range
scale
symbol
legend

TEACHER DIRECTIONS

1. Get a class set of maps from an oil company(maps of California are best).
2. Discuss vocabulary with students.
3. Have students use the maps to answer questions.
4. Use your imagination to create other map activities.

Find an example of each of the following and write the co-ordinates and any other information that is asked for.

1. Find a pass.
   Co-ordinates: .....
   Name of Pass: .....
   Elevation: .....

2. Find an interstate highway:
   Highway number:.....
   Co-ordinates: .....

3. Find an intrastate highway.
   Highway number:.....
   Co-ordinates: .....

4. Find a coastal route and give the number of the road: .....
   Name a town through which the road passes: .....

5. Find an inland route and give number of the road: .....
   Name a town through which the road passes: .....

6. Describe an interchange you have used.

CROSSWORD PUZZLE TEST FOR MAP READING SKILLS

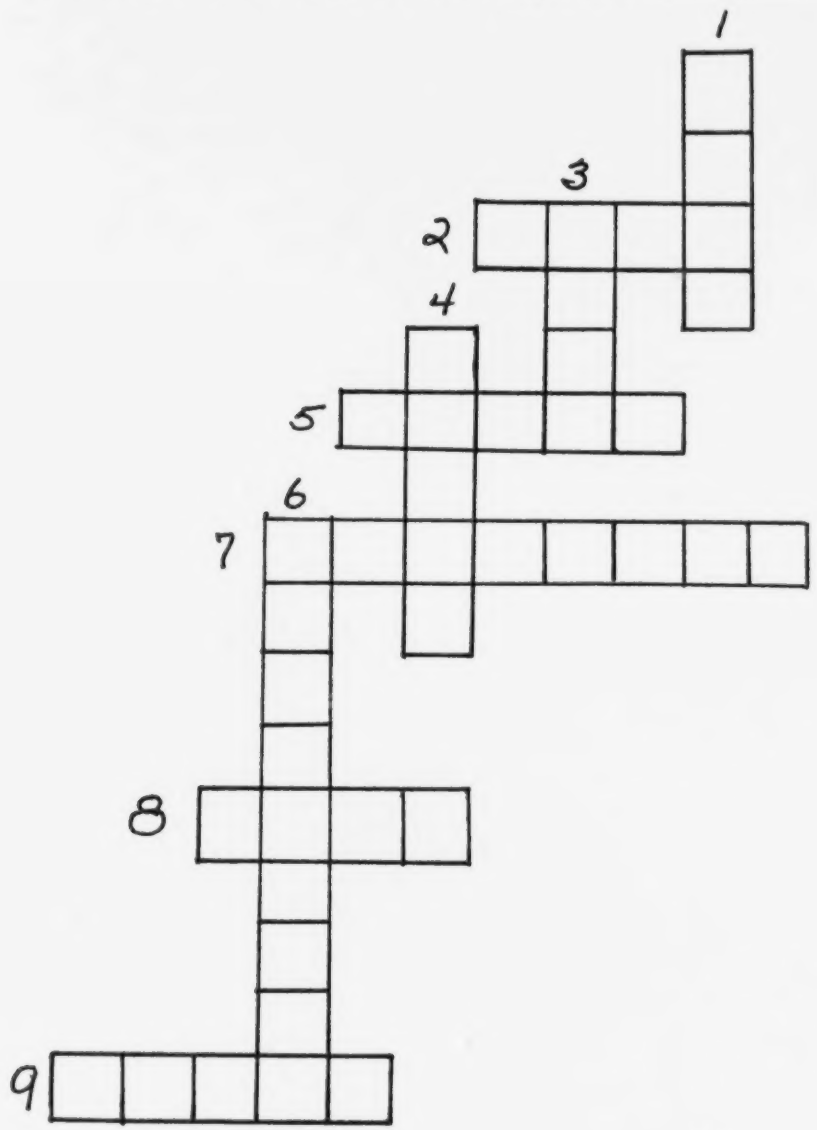
Fill in the blanks using the following clues:

DOWN

1. The dot on the map tells where a ..... is.
3. The right hand side of a map usually is .....in terms of direction.
4. The lower half of a map usually is .....in terms of direction.
6. Lines running up and down a map are .....lines.

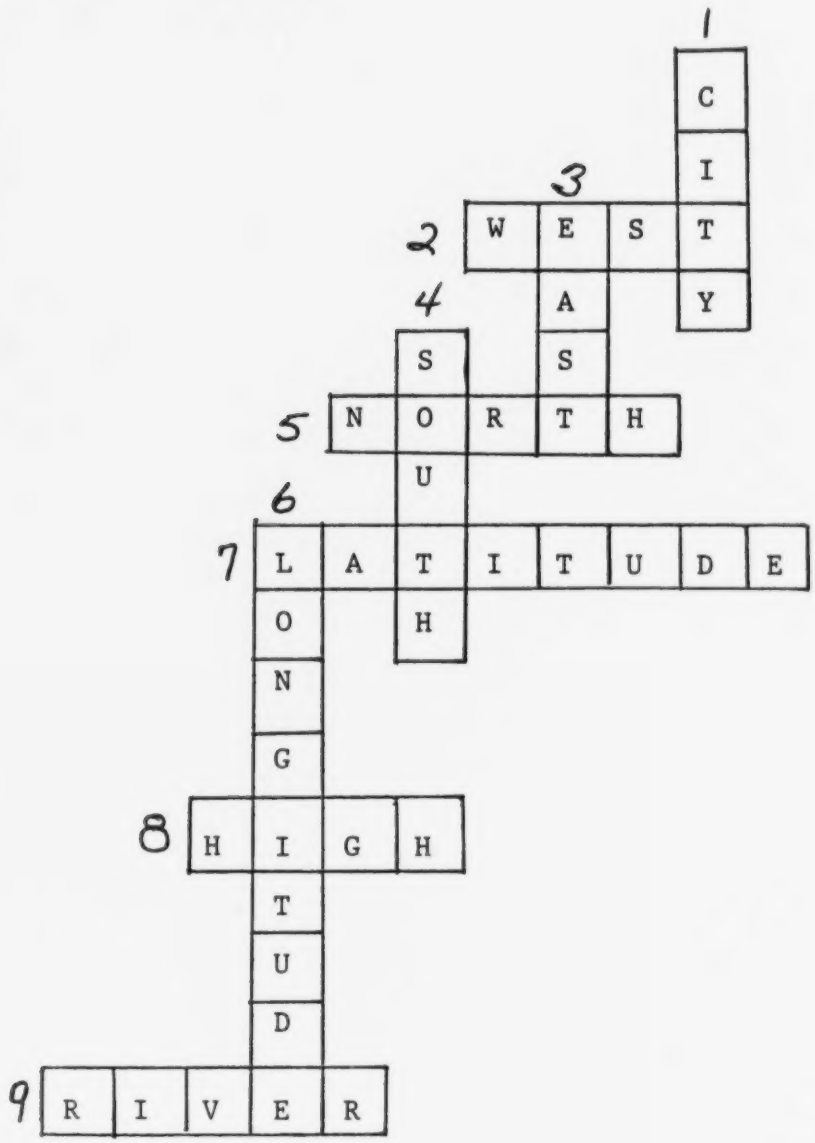
ACROSS

2. The left hand side of a map is usually what direction?
5. The upper half of a map usually is .....in terms of direction.
7. Lines running across a map are .....lines.
8. Does a brown color on a map show high or low elevation?
9. Wandering blue lines on a land area of a map show a .....



35

ANSWER KEY FOR MAP CROSSWORD PUZZLE



MULTIPLE MEANINGS

Some words mean different things depending on how they are used in a sentence. The word "pick" is one of these multiple meaning words. Read the sentence, then write what you think is the correct definition.

	SENTENCE	DEFINITION	ANSWER KEY
1.	The sharpshooters pick off the invaders.	A. to steal	1. B
2.	The musician who plays the guitar can't find his pick.	B. to shoot, one by one	2. G
3.	Do not allow anyone to pick your pocket.	C. to provoke	3. A
4.	He will pick all the apples.	D. sharp, pointed instrument	4. F
5.	He seems to like to pick a quarrel.	E. to examine, item by item	5. C
6.	He refuses to pick the winner.	F. to collect	6. H
7.	Can you pick me up on your way to school?	G. thin piece of metal or bone called a plectrum	7. I
8.	She plans to pick over the strawberries.	H. to select	8. E
9.	He plans to pick up living expenses while he attends college.	I. to stop for and take along.	9. J
10.	He intends to use a pick to open the locked door.	J. to gain or acquire	10. D

Some other multiple meaning words are used in sentences below. The teacher may wish to discuss the context clues which help create the intended meaning of the words.

The bat is a nocturnal animal.
He threw down his bat and stalked away.

I want a candy bar.
She played one bar of the song.
Don't bar his progress.

Put down that block of wood.
The cleaner will block your hat.
The store is in the next block.

PALINDROMES

Words, phrases, or sentences that can be read backwards and forwards with the same results are called Palindromes. For example: "Name no one man" can be read both ways.

Can you guess the following palindromes? Can you create some of your own?

1.	middle of the day	A. bib	ANSWER KEY
2.	mother	B. dad	1. N
3.	noise made when a balloon breaks	C. deed	2. L
4.	father	D. did	3. S
5.	woman belonging to a religious order	E. dud	4. B
6.	cloth tied under a baby's chin	F. eve	5. O
7.	action	G. ewe	6. A
8.	observes	H. eye	7. C
9.	expression of surprise	I. gag	8. X
10.	to stop from speaking	J. level	9. AA
11.	like a beet in color, only more so	K. madam	10. I
12.	a mother sheep	L. mom	11. U
13.	a small child	M. mum	12. G
14.	balanced - even	N. noon	13. Z
15.	to mention, call attention to	O. nun	14. J
16.	polite title for woman	P. pep	15. V
17.	one of two things one sees with	Q. peep	16. K
18.	long adventure stories	R. pup	17. H
19.	the night before a special day	S. pop	18. W
20.	accomplished, finished	T. radar	19. F
21.	a system to find and track airplanes	U. redder	20. D
22.	a young dog	V. refer	21. T
23.	silent	W. sagas	22. R
24.	a failure - a bomb that won't explode	X. sees	23. M
25.	performances by a single performer	Y. solos	24. E
26.	to look briefly through a small hole	Z. tot	25. Y
27.	energy	AA. wow	26. Q
			27. P.

RHYMING WORDS

Students can make a game of guessing these Rhyming Words from the definitions given below. They may also wish to create rhyming words of their own.

	DEFINITIONS	ANSWER KEY
1.	obese feline	fat cat
2.	costless shopping trip	free spree
3.	home for small rodents	mouse house
4.	ill mannered city dweller	rude dude
5.	scarce rabbit	rare hare
6.	night bird's screams	owl's howls
7.	sad antelope	blue gnu
8.	unusual female horse	rare mare
9.	"sharp" hassock	cool stool
10.	speechless hobo	dumb bum
11.	ground work	soil toil
12.	dull shellfish	drab crab
13.	reducing panic	diet riot
14.	bitter dough	sour flour
15.	wet pooch	soggy doggy
16.	boxing glove	hittin' mitten
17.	happy river boat	merry ferry
18.	smashed souvenir	broken token
19.	finer epistle	better letter
20.	moldy fabric	rotten cotton
21.	What does a grizzly sit on?	bear chair
22.	What is a decayed tooth?	jaw flaw
23.	What is the time when most people watch TV?	prime time
24.	What is a nasty person who is between the ages of 12 and 20?	mean teen
25.	What is left when a sharpshooter finishes with a plant container?	shot pot
26.	What is a small reading place?	book nook
27.	What is a headache?	brain pain
28.	What might a bird call an animal that steals its eggs?	nest pest
29.	How might you describe an insect on a ceiling?	high fly
30.	What is a residential rodent?	house mouse
31.	What is a heavy burden?	great weight
32.	What is a single rock?	lone stone
33.	What is the greatest shoreline?	most coast
34.	What makes a candle burn fast?	quick wick
35.	What did a knight use to get to a castle when the drawbridge was up?	moat boat

RIDDLES
(LANGUAGE ARTS VOCABULARY)

The following is an example of how content area vocabulary may be used in a word game activity.

	RIDDLE	ANSWER KEY
1.	How can you help a lemon?	give it lemonade
2.	What log moves around?	a travelog
3.	What age does a ship have?	anchorage
4.	What ant is proud?	arrogant
5.	What ant lives in a house?	occupant
6.	What ant repels?	repellant
7.	What big event did the broom win?	sweepstakes
8.	What is a sick bird called?	illegal
9.	What log talks?	dialogue
10.	What note is able to walk?	footnote
11.	What is a professional noun called?	pronoun
12.	What kind of line has a brain?	headline
13.	What verb does well in math?	adverb
14.	What "tence" has an odor?	sentence
15.	What could two graphs be called?	paragraphs
16.	What kind of read did the detective use as evidence?	proofread
17.	What "tion" is repeated by many people?	quotation
18.	What mark is inquisitive?	question mark
19.	What tense hasn't happened yet?	future tense
20.	What "icle" draws and paints well?	article

SUFFIX GAME

Below are some root words and suffixes. In twenty minutes see how many words you can make by combining a root and suffix in that order. You may use the dictionary. Give yourself two points for each correct word but subtract one point for each incorrect spelling. 40 is an excellent score.

ROOT WORDS

depart	object
north	edit
hand	danger
change	impress
free	boy
mobil	appear
recover	arrange
cost	mission

SUFFIXES

-ion	-able
-dom	-ful
-ment	-ize
-ure	-y
-ance	-ly
-ery	-ive
-ern	-ous
-ish	-ary

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____

SUFFIX GAME ANSWER KEY

1. department
2. northern
3. handful
4. handy
5. changeable
6. freedom
7. freely
8. mobilize
9. objectionable
10. recovery
11. costly
12. objective
13. objection
14. edition
15. dangerous
16. impressive, impression
17. boyish
18. appearance
19. arrangement
20. missionary
21. impressionable
22. departure

The following lists of words may be used for preparing games and activities for practicing suffixes.

-LESS	-NESS	-ION
careless	darkness	direction
harmless	carelessness	election
homeless	brightness	perfection
cloudless	softness	invention
thoughtless	helplessness	attraction
-Y	**-LY**	**-IVE**
rocky	swiftly	defensive
creamy	softly	effective
hilly	quietly	impressive
sleepy	nearly	motive
glassy	neatly	active
-FUL	**-ABLE**	**-OUS**
helpful	preferable	dangerous
thankful	comfortable	marvelous
careful	believable	poisonous
playful	washable	mountainous
painful	available	nervous
-EN	**-MENT**	**-DOM**
soften	assignment	kingdom
wooden	assortment	freedom
woolen	betterment	officialdom
harden	contentment	earldom
sweeten	agreement	fiefdom

VALUES VOCABULARY CROSSWORD PUZZLE

While working on a values unit with our students, we discovered many students were not familiar with the vocabulary. A list was made of words students wanted/needed to know. Teachers and students met in small groups to discuss the words, learn their meanings, and give examples.

This crossword puzzle was created as part of a review of the unit.

ACROSS

1. knowing one's weaknesses and faults; modest, not proud or bold
2. wanting or taking all that one can get with no thought of what others need
3. eager; interested; anxious to do or get
4. faithfulness to one's family, duty or beliefs
5. to bring together; do away with segregation of races
6. the practice of treating persons or things in different ways because of prejudice
7. a person who believes quarrels should be settled peacefully; one who is opposed to war
8. a sense of right and wrong; feeling that keeps a person from doing wrong
9. a poor, crowded neighborhood or area
10. a strong belief that some person or thing is honest or can be depended on
11. to get even for; to do harm or hurt in return for a hurt of harm done
12. a person you know and like; a person who helps or supports you
13. how you might feel after doing something you know is wrong
14. willing to give or share; not selfish or stingy

DOWN

15. standards of behavior having to do with right or wrong
16. caring too much about oneself with little or no thought or care for others
17. any section or a city in which many members of some minority live, or are forced to live
18. giving money or help to people in need; a kindness in judging other people
19. something that might hold a person back or give him less chance than others have
20. emotional disturbance resulting from a clash of differing values
21. good judgement which comes from knowledge and experience in life; learning, knowledge

22. the center of a city, often the older, poorer part

23. a lack of interest or concern

24. the quality of being honest and trustworthy; honesty or uprightness

25. given or written by a person whose name is kept secret

26. a belief that is not based on what is certain, but on what one thinks to be true or likely

27. trust or confidence; anything believed or accepted as true

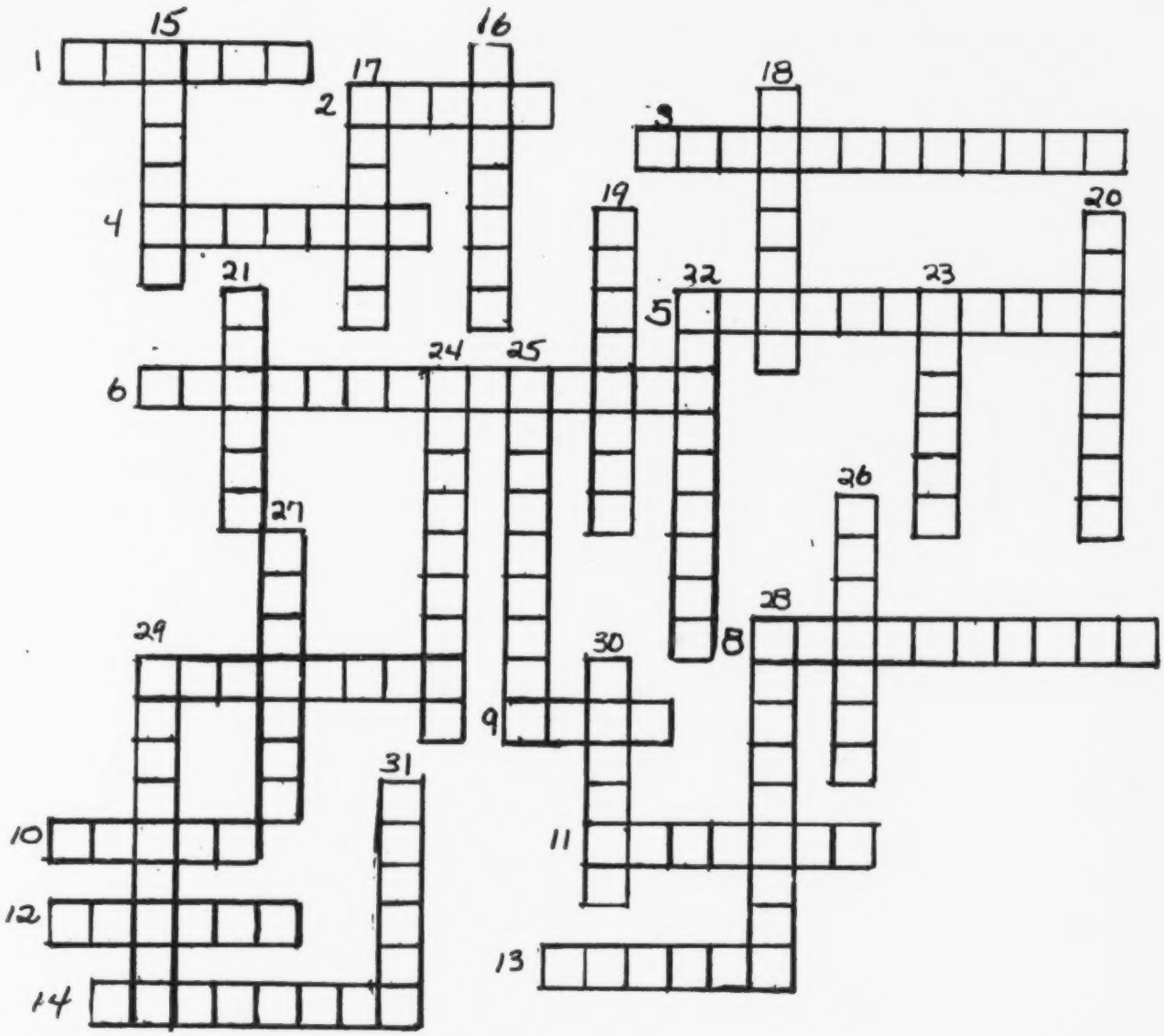
28. all the people who live in a particular district, city, etc.

29. unfair or unreasonable opinion; dislike or distrust of people just because they are of another race, religion, country, etc.

30. an area outside a city

31. beliefs or ideas; to think highly of

VALUES VOCABULARY CROSSWORD PUZZLE



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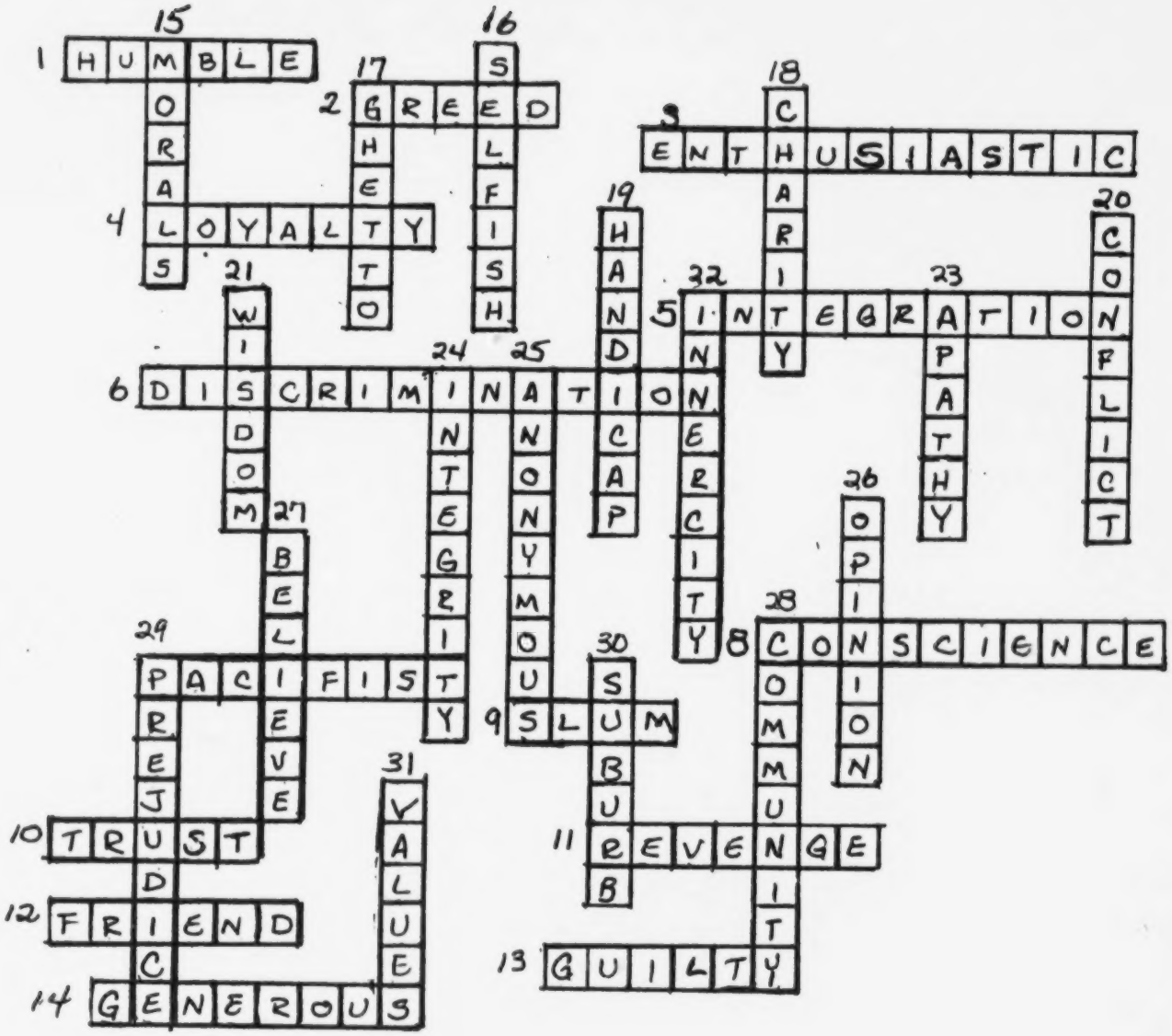
VALUES VOCABULARY CROSSWORD PUZZLE

ANSWER KEY



WORD CREATURES - AN INTRODUCTION TO WORD PARTS

Give students a list of word parts. Discuss the meaning of the parts with students. Give examples of words with these parts.

astro-	star	uni-	one
avi-	bird	bi-	two
cap-	head	tri-	three
corp-	body	quad-	four
cran-	head	quint-	five
demo-	people	sex-	six
dent-	tooth	hex-	six
flor-	flower	sept-	seven
multi-	many	oct-	eight
nasal-	nose	none-	nine
ocul-	eye	nov-	nine
ped-	foot	dec-	ten
semi-	one-half	cent-	one hundred
hemi-	one-half	kilo-	one hundred
poly-	many	milli-	one thousand

How would these creatures look? Draw them.

1. multi-nasal poly-ped

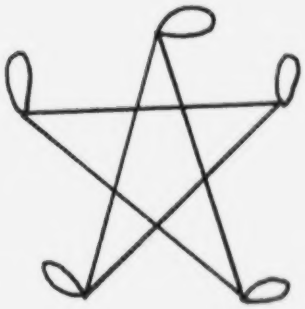
2. bi-legged octo-ped

3. tri-nasal, quad-ocular hemi-cran

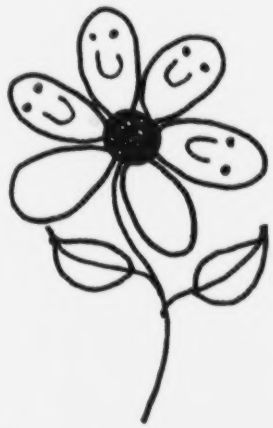
4. uni-ocular, semi-cranial uni-ped

5. dec-handed, duo-capped bi-ped

Have students create a creature using the word parts they have studied.



Multi-ped Astro



Quad-cap Flow

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WORD PICTURES

Provide the class with colored pens or pencils. Have the students make a list of words that make them think of a particular color and write those words in that color. For instance:

RED: lipstick, blood, tomato, apple

GREEN: grass, leaves, grapes, artichoke

Show students that some words can look like what they say. Ask students to make their own. You may wish to provide word lists.

GROUP GAMES

The following are games for the entire class or for small groups. Many can be used to reinforce any content area skill.

ACTIVE ANTONYMS

OBJECTIVE: Students should be readily able to identify words and their opposite meanings.

MATERIALS: 100 cards with master group of words
100 cards with antonyms for the master group
The master list should be on a different colored card from the antonym cards.

PROCEDURE: Divide class into several groups. Each group draws ten antonym cards and spreads them out so group members can see them. A leader reads a word from the master group. The group having the antonym must quickly claim it and receive the master word. If no one claims the antonym that master card is put aside. The group with the most pairs of words wins.

SOME SUGGESTED ANTONYMS

frequent - seldom
public - private
rude - polite
necessity - luxury
foolish - wise
allies - enemies
freedom - slavery
loyalty - betrayal
straight - crooked
descent - ascent
agony - ecstacy
common - unique
generous - stingy
amateur - professional
moist - arid
tiny - gigantic
feast - fast
cowardly - courageous
gather - disperse
reveal - hide
help - hinder
vague - clear
alike - different
profit - loss
famine - plenty
negative - positive
negligent - careful
ambitious - lazy
synonym - antonym
meager - bountiful
neat - untidy
curious - indifferent

come - go
poor - rich
graceful - awkward
hot - cold
day - night
strong - weak
stop - start
arrive - depart
deep - shallow
smooth - rough
hate - love
proud - humble
sharp - dull
happy - sad
awake - asleep
freeze - thaw
obey - disobey
exit - entrance
precious - worthless
true - false
ancient - modern
strange - familiar
hungry - full
never - always
pretty - ugly
high - low
sweet - sour
soft - hard
fast - slow
worst - best
fair - foul
top - bottom

BASEBALL

OBJECTIVE: To reinforce any pre-determined skill area.

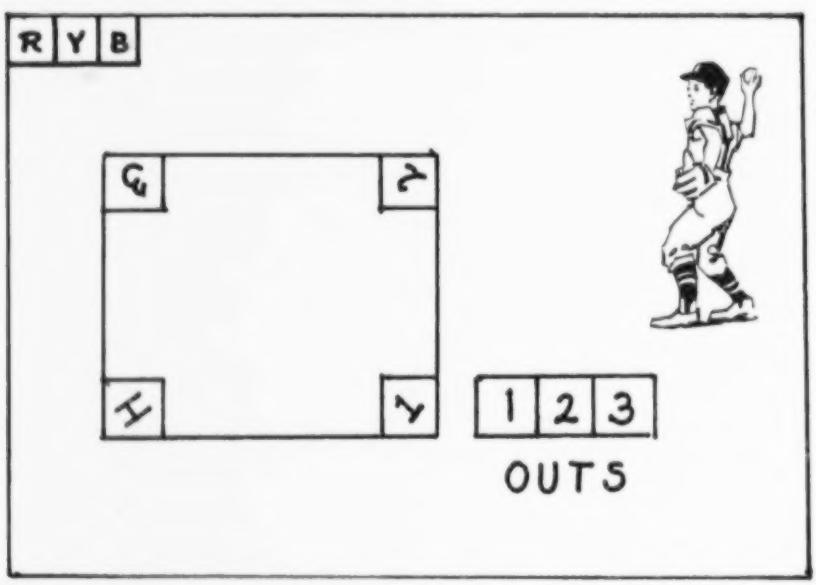
NUMBER OF STUDENTS: This game is played with two teams, usually two players per team. The players should have similar reading needs and be at approximately the same reading level. If more students wish to play, a group decision on the answers may be given in order to keep from embarrassing a less able player.

MATERIALS:

1. A playing board in the shape of a baseball diamond with the appropriate bases marked 1, 2, 3, and H. There should be an OUT box marked 1, 2, 3.
2. Playing pieces:
   a. markers - a different color for each team
   b. a marker for the out box
   c. 3 blocks colored red, yellow, blue and marked like dice with the symbols: 1, 2, 3, H and O. (1 = a single, take one base, 2 = a double, go two bases, 3 = a triple, take three bases, H = home-run.)
   d. skill cards - covering any skill area
   e. score sheets

PROCEDURE:

1. The first team up throw the blocks. The blocks are then arranged in order: red, yellow, blue.
2. The team may move the number of bases indicated on the red block if they can perform a skill.
3. A skill card(s) is drawn for each block - in order of red, yellow, blue - and runs or bases are recorded when the skills are correctly performed.
4. If a team fails to perform a skill, they score an out. If one of the blocks rolled turns up O, an out is recorded.
5. The team continues to be "up" until three outs are recorded.
6. The team with the most runs at the end of the playing period is the winner.



BLEND TIC TAC TOE

OBJECTIVE: Students should recognize initial consonant blends in context of a word.

NUMBER OF STUDENTS: Small group

MATERIALS: A large piece of poster board, marked off in tic-tac-toe squares, two sets of markers (X and O) and an index card for each blend used.

PROCEDURE: Give each player a set of markers. The first player draws a blend card from the pile. He is to name a word beginning with the blend and use it in a sentence. If he does this he may put a marker on the board. The next player takes a turn. The game continues until a player gets three markers in a row in any direction.

This game is good for the student who has not developed the patience to play a game for a long period of time.

A time limit may be set and the winner would be the student who wins the most games in that time period.

Blends are just one possiblity for this game.

POSSIBLE INITIAL BLENDS

BL	FR
SR	FL
SL	SPR
CL	SW
CH	SM
CR	SL
ST	SP
TR	GH
PH	WH

BOWLING FOR SCHOLARS

OBJECTIVE:

To encourage students to recognize and pronounce new vocabulary words (any subject area words may be used). The bowling scoring system is also reinforced.

NUMBER OF STUDENTS:

Two, four or six. Can be played with the entire class using captains to draw cards.

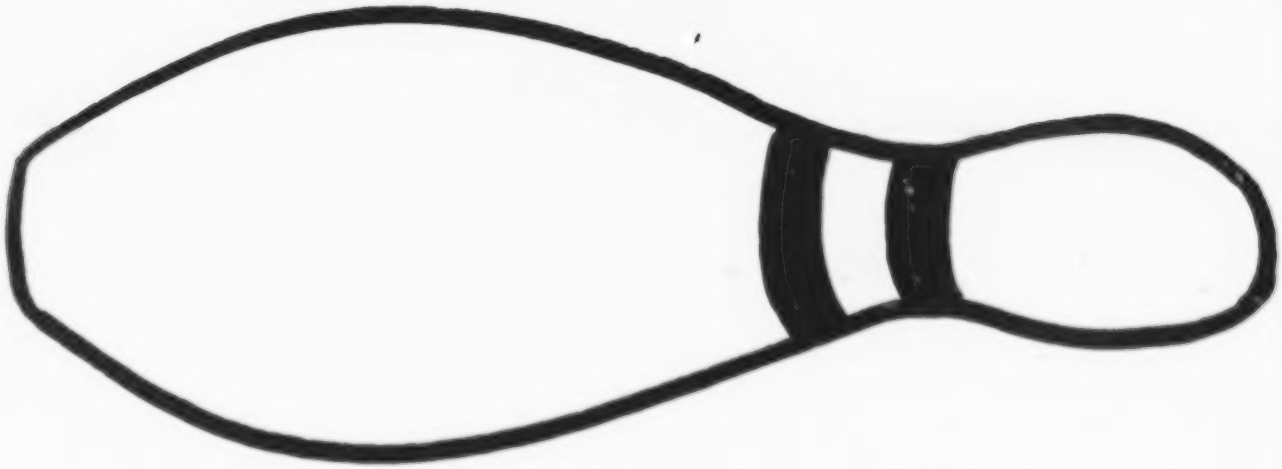
MATERIALS:

Ten cardboard bowling pins (not required but fun)
45 bowling ball shaped cards numbered from 1 - 9, 5 of each number
Ten bowling ball shaped cards saying:
STRIKE - 10 POINTS
DRAW TWO MORE CARDS
Ten bowling ball shaped cards saying:
SPARE - 10 POINTS
DRAW ONE MORE CARD
Five bowling ball shaped cards saying:
GUTTER BALL - 0 POINTS
Skill cards - any list of vocabulary words
Score sheets - ditto your own or ask your local bowling alley

PROCEDURE:

Stand pins up against a wall. Students take turns drawing first a bowling ball card, then a skill card. They may have two turns and if they can answer the skill card the total of their two bowling cards is recorded in the frame (and that number of pins is knocked down). If they draw a strike card they put an X in the small box in the frame which entitles them to two more turns and the resulting score is added to it. A spare entitles them to 10 points and one more turn. A gutter ball earns no points.

If two players compete they are playing one-to-one competition. When 4 or 6 players compete, they would form 2 teams of 2 or 3 on each side. The combined team score after 10 frames determines the winning side.



NAME HDCP.	1	2	3	4	5	6	7	8	9	10	TOTAL
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											

BRAINSTORMING

OBJECTIVE: To encourage group interaction and thinking skills

NUMBER OF STUDENTS: Class

MATERIALS: "Space Pioneers" (taken from *Drugs, Kids and Schools* by Diane Tessler), paper and pencils

PROCEDURE: Write the advisor list on the board. Divide the class into several small groups. Read the story to the class. Ask each student to identify the five advisors he/she would want to help settle the newly discovered planet. Suggest that each group appoint someone to take notes. Announce that each group will have fifteen minutes to reach a consensus on the five advisors. Ask each group to share their final list and their reasons for their choices with the class.

Discussion questions and related activities are included. Of course, this activity may by adapted to any thought-provoking story.

SPACE PIONEERS

A new planet has been discovered in our solar system. This planet resembles Earth in every way, except that there are no human beings living there. Our government wants the students of this class to be the first pioneers to settle on the newly discovered planet. They decided that you kids don't have the same hang-ups that grown-ups do, so you probably won't make the same mistakes that your elders have made on earth. However, they want you to select five adult advisors from the following list of ten.

1. Mickey Mays, age 30, professional baseball player.
2. Zelda Lehrer, age 45, elementary school teacher.
3. Oroville Oates, age 41, farmer.
4. Clara Kettle, age 34, cook.
5. Dr. Margarita Flowers, age 27, botanist.
6. Wood Hammer, age 56, carpenter.
7. Flo Nightingale, age 37, registered nurse.
8. Betty Bechtel, age 32, engineer.
9. Melvin Melody, age 24, musician.
10. Rev. Adam Goodfellow, age 51, minister.

DISCUSSION QUESTIONS

What criteria did your group use in arriving at its lists? What values were represented? How did you feel about your group's choices? Would you want to go on this trip? Why/why not? How did people react to your choices? Did they listen?

RELATED ACTIVITIES

Agree on a name for the new planet. Share with your group what one personal possession you would take with you. Brainstorm and agree on what supplies, equipment, etc., you would need to take.

COMPOUND WORDS

OBJECTIVE: To reinforce the understanding and use of compound words.

NUMBER OF STUDENTS: 2 players

MATERIALS: Divide the words from list one and put half of the compound word on a small, colored card. Do the same with list two using different colored cards.

PROCEDURE: Give each player one set of cards. The first player to match all the cards (creating compound words) is the winner.

LIST ONE

barnyard
bedside
bicycle
bookshelf
dragnet
driftwood
fishhook
footprint
grandstand
grapevine
gumdrop
himself
milkman
milkshake
milkweed
pancake
sawdust
shipshape
sideline
springtime
starfish
toothbrush
upkeep
wishbone
withdraw
woodpile

LIST TWO

airplane
anybody
backbone
blackberry
bluebird
broomstick
campfire
classmate
cookbook
daylight
fireplace
highway
hitchhike
moonbeam
noontime
overturn
playmate
quicksand
raindrop
roadblock
seasick
shoemaker
smokestack
somebody
whenever
yardstick

The following lists range from fairly easy to fairly difficult. You may use these lists to make additional sets of cards.

EASIEST	EASY	HARDER	HARDEST
afternoon	ashtray	bellboy	allspice
anyone	bathrobe	bittersweet	atone
backfire	blindfold	blackmail	bootleg
cattail	butterfly	brickbat	bylaw
cowboy	cockpit	broadcast	byline
cupcake	cupboard	chairman	copyright
eyelash	dumbbell	deadline	deadlock
freeway	eardrum	drawback	eavesdrop
gateway	elsewhere	dumbfound	fortyniner
highway	floodlight	eyesore	frankincense
income	footlocker	featherbed	ghostwriter
instep	greenhorn	gingerbread	haphazard
lipstick	hillbilly	hardware	herringbone
manhole	honeymoon	haywire	keepsake
necklace	inmate	iceberg	loggerhead
nobody	lumberjack	meantime	namesake
outfit	outboard	mincemeat	overseer

CONTRACTION COUNT DOWN

OBJECTIVE: To recognize and use contractions in context

NUMBER OF STUDENTS: Small group

MATERIALS: Print or write contractions on one set of index cards. On a second set of cards print sentences that can use the contractions.

PROCEDURE: Deal out five cards to each player. Place the remaining cards in the center of the table. The first player draws a card. If he has a card in his hand that matches, he puts both cards down. Then he discards one of his cards. The next player begins, and does the same thing. The first player to get rid of all his cards is the winner.

hadn't	had not	Halloween	all hallow even
hasn't	has not	haven't	have not
he's	he is/has	I'd	I had/would
he's	he is/has	I'd	I had/would
I'll	I will/shall	I'm	I am
isn't	is not	it'd	it had/would
it'll	it will	it's	is has/is
I've	I have	let's	let us
mightn't	might not	might've	might have
mustn't	must not	you're	you are
there's	there is	they'll	they will
we'd	we had/would	'tis	it is
one's	one is	we'd	we had
there've	there have	o'er	over
'twasn't	it was not	'twill	it will

FOOTBALL

OBJECTIVE: To reinforce any pre-determined skill area

NUMBER OF STUDENTS: This game is played with two teams, - usually two players per team. The players should have similar skill needs and be at approximately the same grade level. If more students wish to play, a team decision on the answers may be given in order to keep from embarrassing a less able player.

MATERIALS:

1. A playing board in the shape of a football field, marked with the appropriate yards and touchdown lines. Spaces are also provided for Kick, Pass, and Run cards.
2. Playing pieces:
   a. a playing piece representing each team
   b. Run, Pass and Kick cards marked with yardage to be gained or lost
   c. skill cards covering any skill area
   d. score sheets

PROCEDURE:

1. A coin is tossed or a die rolled to determine who kicks off and receives. The team with the ball draws a Pass, Kick, or Run yardage card and a skill card. The first draw of the game (or after a touchdown) must be a Kick card.

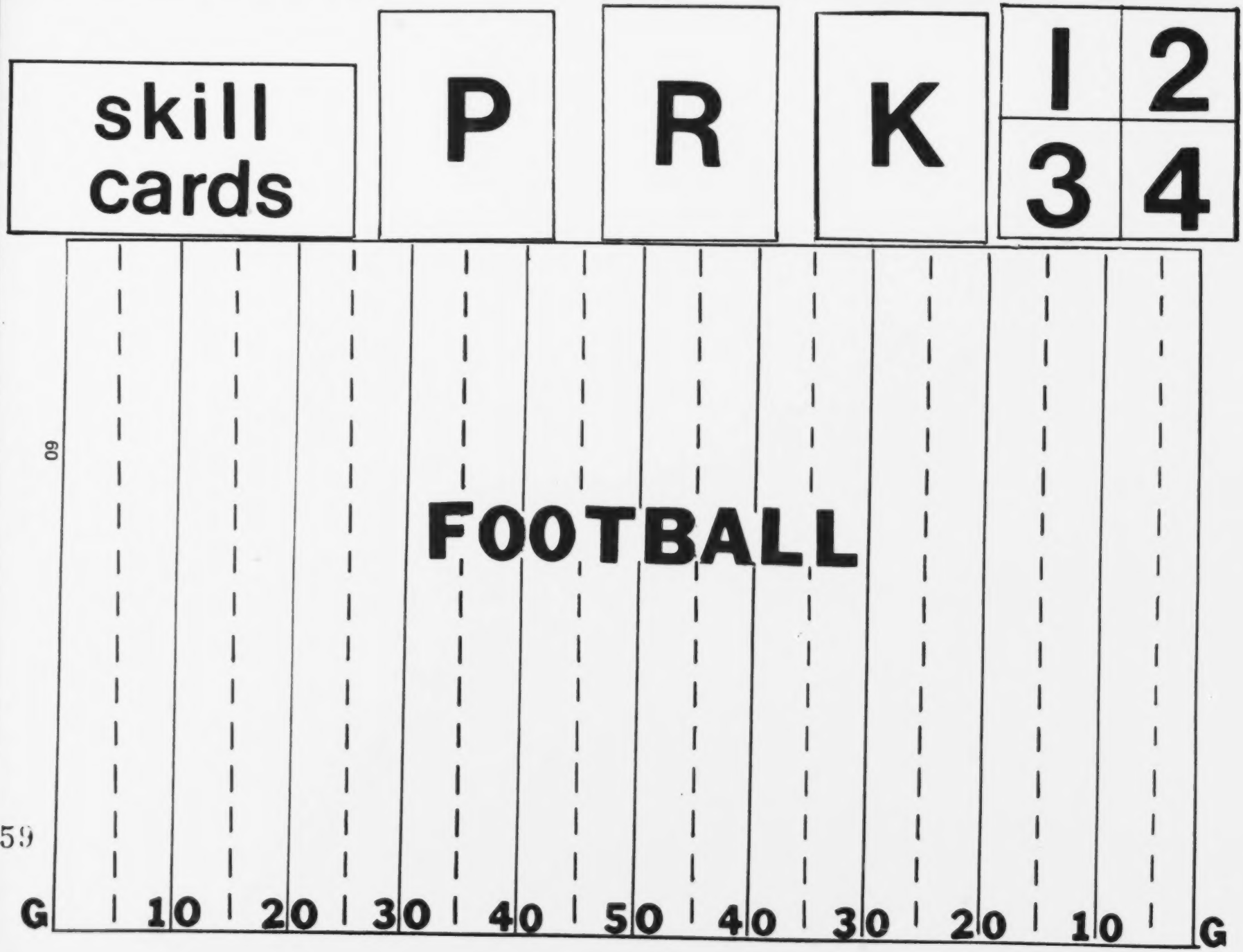
2. The team may then advance the number of yards indicated on the yardage card if either of the team members can perform the skill. If the skill is missed, the ball remains in place and a down is lost.

3. A team has 4 turns (downs) to advance 10 yards. If they succeed, the turn is kept until a touchdown is made or until the team fails to advance 10 yards in 4 chances.

4. A score card is used to record touchdowns and extra points and a record of the downs is kept by placing paper squares in the boxes provided on the playing board.

5. If a negative yardage card is drawn, the team must perform the skill or lose the yardage indicated. No yardage is lost but a down is lost if the skill is not performed correctly.

6. The number of points determines the winning team. Six points are awarded when a team reaches the goal line. An extra point may be awarded if the team takes another skill card and successfully performs that skill.


skill cards
P
R
K
1
2
3
4
FOOTBALL
60
59
G
10
20
30
40
50
40
30
20
10
G

HOMONYM BINGO

OBJECTIVE: To increase understanding of homonyms as used in context as well as to know the correct spelling for the homonym.

NUMBER OF STUDENTS: 2 to 4

MATERIALS: A Bingo card and markers for each student. A set of sentence cards for the caller to read should be typed on small cards.

PROCEDURE: The game is played like any Bingo game except sentences are read using the homonyms. The student must place the marker on the correct spelling. A list of the homonyms to be used should be presented before the game begins.

The following sentences should be typed on small cards for the caller to read to the players.

1. The black stallion was the leader of the *herd.*
   The loud noise he *heard* frightened him.

2. He bought a new *sail* for his boat.
   They are having a *sale* at the toy store.

3. *Wring* the water out of your bathing suit.
   Be sure to *ring* the doorbell before entering.

4. Did you *hear* that crash?
   Please come *here* right now.

5. The kitten fell in the *hole.*
   He ate the *whole* pie by himself.

6. He *threw* the ball to third base.
   He ran *through* the line.

7. It is dishonest to *steal.*
   His bike is made of *steel.*

8. Her complexion was very *pale.*
   Be sure to fill the *pail* with water.

9. A penny is one *cent.*
   A skunk has a very unpleasant *scent.*

10. The *pane* in the window was broken.
He has a *pain* in his left arm.

11. A *cell* is a small unit of protoplasm.
He could not *sell* his bike.

12. She wore her *new* dress to the party.
He *knew* the answer to the question.

13. *Do* the best you can on the test.
There was *dew* on the grass in the morning.

14. He was a *great* football player.
Be sure to *grate* the carrots for the salad.

15. Will the winner please step *forth?*
He was the *fourth* in line.

16. He injured his *heel* in the fall.
His broken arm took six weeks to *heal.*

17. Tweed is a very *coarse* material.
His father went to the golf *course.*

18. Can you *meet* me at the school?
She went to the store to buy some *meat* for dinner.

19. When the dog is happy, he wags his *tail.*
She read the children a fairy *tale.*

20. There are seven days in the *week.*
His injured arm is still *weak.*

21. She needed more *flour* to bake the bread.
A rose is a beautiful *flower.*

22. She took her best sheep to the *fair.*
How much is the *fare* on the bus to Los Angeles?

steel	break	fair	grate	fourth
beat	cent	hole	hear	new
cell	threw	a picture here	pane	heard
do	pail	course	sail	wring
heel	meet	weak	flower	blew

HOMONYM BINGO CARDS

forth	steal	dew	fare	herd
flour	whole	meat	ring	heal
sell	here	a picture here	brake	pain
great	knew	sàle	through	beet
coarse	pale	week	sent	blue

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blue	brake	do	fourth	hole
fare	cell	great	heard	meat
beat	flower	a picture here	heel	pane
here	wring	weak	scent	sail
their	threw	tale	new	coarse

HOMONYM BINGO CARDS

blew	break	sell	course	dew
grate	hear	knew	pain	ring
beet	forth	a picture here	sale	there
fair	meet	week	through	tail
herd	whole	heal	flour	cent

MORE HOMONYMS

Here are examples of other homonyms:

break-brake	red-read	compliment-complement	bored-board
fir-fur	made-maid	principle-principal	bridle-bridal
pole-poll	plane-plain	bee-be	bury-berry
fowl-foul	horse-hoarse	buy-by-bye	capitol-capital
reed-read	passed-past	led-lead	course-coarse
main-mane	choose-chews	lane-lain	counsel-council
there-their	mail-male	seen-scene	deer-dear
steel-steal	tacks-tax	vein-vain	die-dye
heal-heel	ate-eight	hour-our	flower-flour
fair-fare	find-fined	role-roll	groan-grown
duel-dual	week-weak	in-inn	loan-lone
waist-waste	pain-pane	rode-road	minor-miner

HILARIOUS HOMONYMS

1. The bucket suffering from the flu was a very .....pale..... ...pail.....

2. A zipper is placed in garments to .c..... .c.....

3. Instead of a false fishing rod, he had a ..r..... .r.....

4. The boys .a..... .e..... pieces of pie.

5. The uneven hem made the s..... s..... crooked.

6. Since they were buying an ocean view lot for their home, they wanted to .s..... the .s.....

After completing the Hilarious Honomyms, create three of your own. You may use the list at the top of this page.

ANSWER KEY FOR HILARIOUS HOMONYMS

2. close-clothes
3. real-reel
4. ate-eight
5. seam-seem
6. see-sea

IDIOM CHARADES

OBJECTIVE: To acquaint students with idioms in a humorous way using their acting abilities

NUMBER OF STUDENTS: Class

MATERIALS: A list of idioms with props and directions in envelopes

PROCEDURE: Divide the class into teams. Have one person for each team pick an envelope and act out the idiom for the rest of the class. A timer may be used. For example, put directions and a button in an envelope for the idiom, "button your lip." Other suggestions include, "stick to your guns" using cellophane tape and a toy pistol. "To kill time" with a watch or clock or "walking on air" with an empty envelope and directions.

SOME IDIOMS TO ACT OUT

poke fun at
pull someone's leg
take a powder
know by heart
on the dot
in the nick of time
foot the bill
take a load off your mind
on the tip of my tongue
play by ear
in the twinkling of an eye
kill two birds with one stone
beating around the bush
more than meets the eye
keep an eye on
talk behind her back
behind the times
to make heads or tails of
not for love nor money
get in a jam
the coast is clear
step by step
nip in the bud

straight from the shoulder
by a long shot
lend a hand
draw up plans
bored to death
rack one's brains
nothing but skin and bones
the cart before the horse
the last straw
get up on the wrong side of the bed
work like a dog
leave no stone unturned
fall in the trap
read between the lines
tied to her apron strings
under full sail
dumb like a fox
sweet as a rose
be square, be even
make a hit
strike up a friendship
apple of his eye
build castles in the air

IDIOM CONCENTRATION*

OBJECTIVE: Memory training as well as understanding of what is meant by the term "idiom" (see suggested samples below)

NUMBER OF STUDENTS: Two to four players

MATERIALS: Two sets of colored cards with the idiom on one color set and the translation on another color set.

PROCEDURE: Distribute the cards face down on the table. You may arrange the cards with colors mixed or with one color at each end of the table. The game begins when the first player turns two of the cards up. If the cards match, player retains both cards. If they do not match, player returns them to the table face down. The object is to remember where the cards are to make a "match." The winner is the student with the most sets of matching cards at the game's conclusion.

IDIOM CONCENTRATION ANSWERS

1.	to fly off the handle
2.	an egghead
3.	a real jewel
4.	one's ears are burning
5.	low man on the totem pole
6.	off one's rocker
7.	to give the gate
8.	to get cold feet
9.	to have a chip on one's shoulder
10.	She slays me
11.	Get off my back!
12.	Better shake a leg.
13.	a heel
14.	sour grapes
15.	to put all your eggs in one basket
16.	in a pickle
17.	the salt of the earth
18.	a stuffed shirt
19.	to cut the mustard
20.	to feel one's oats

1.	to lose one's temper
2.	one who reads, studies, is very knowledgeable
3.	a very fine person
4.	one is being talked about
5.	last to be considered
6.	not quite sane
7.	break off a relationship
8.	to lose courage
9.	to seem ready to fight
10.	She is very amusing
11.	Stop nagging me!
12.	Better hurry up.
13.	someone of low character
14.	critical, due to jealousy
15.	rely totally on one thing
16.	in trouble
17.	a dear person
18.	one who lacks humor
19.	to cope, succeed
20.	to be feeling high spiritedcr

*This game could be used to reinforce other skill areas as well as idioms. It could also be used to teach English vocabulary to limited English-speaking students. In that case, one set of cards would have English words and the other set would have the translation. We are sure you will be able to think of many other ways to use Concentration.

MAP REVIEW

OBJECTIVE: To stimulate student interest in map reading

NUMBER OF STUDENTS: Class

MATERIALS: A wall map

PROCEDURE: Divide the class into two teams of equal numbers. The players on each team are given a number from one to ? until there is one student from each team with the same number. The teacher pulls down the map, states a location and calls out a number. The two players with that number go to the map. The first of the pair to locate the spot on the map earns a point for his/her team.

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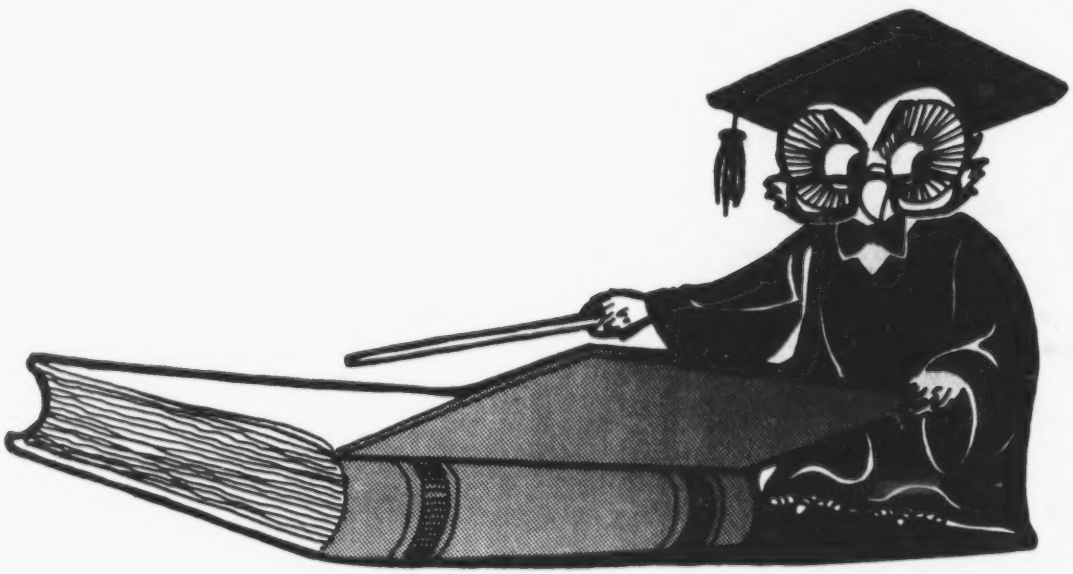
MATCH GAME
(a take-off of the TV version)

OBJECTIVE: To use context clues to find missing words

MATERIALS: Paper and pencils
Teacher's list of sentences with missing word indicated

NUMBER OF STUDENTS: Two or more students volunteer to be celebrities of their choice. These students sit facing the class with their celebrity name listed on the board behind them. Divide the remainder of the class into Team A and Team B (or more, depending on the number of celebrities) with a captain for each.

PROCEDURE: The teacher or moderator reads the first sentence, omitting a word. The missing word can be a noun, verb, adjective or adverb. The celebrities write down their choice for the missing word, numbering each as they go. In the meantime, the captains collect their team's choice of the word and write it on the board. Each time the team matches the celebrity a point is scored.



MOTORCYCLE

OBJECTIVE: To recognize the root of a word and to spell that part of the word correctly. Of course, this game can be adapted to reinforce any skill area.

NUMBER OF STUDENTS: Small group

MATERIALS: Dice, Motorcycle cards, playing board

PROCEDURE: The point of the game is to collect as many cards as possible. You must say and spell the root word of every card you draw in order to keep the card. All the players must agree on its correctness.

Roll the dice to see who goes first - highest number begins play.

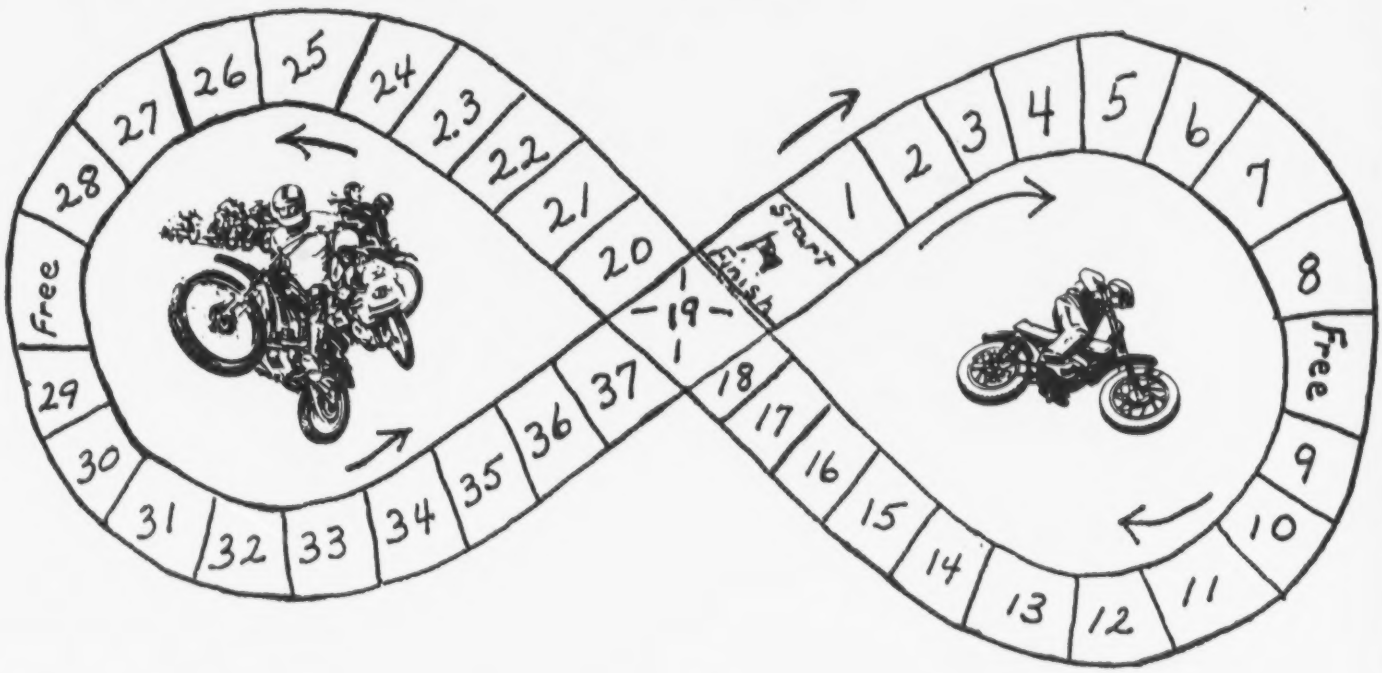
Follow the directions in each square. The directions will tell how many cards to take or give up. When you draw a card, say and spell the root word on the card. If your answer is correct, you may keep the card. If it is incorrect, you may be challenged.

Challenges: If a player gives an incorrect response, another player may challenge him/her. If the challenger gives the correct response, he/she may keep the card. If you are challenged, you must give up your card to the person with the correct answer.

Any number of players may be on one square at the same time.

Winner: The first person across the finish line receives 3 bonus cards; the second person across the finish line receives 2 bonus cards; the third person across the finish line receives 1 bonus card. The winner is the person with the most cards.

MOTORCYCLE GAME BOARD



DIRECTIONS: The following directions appear in the squares that make up the game board.

1. Good Start, Take 2 cards
2. In Groove, Take 1 card
3. Good Acceleration, Take 3 cards
4. Hit Shift, Take 1 card
5. Passed 3 bikes, take 3 cards
6. Powered into Turn, Take 2 cards
7. Hit Shift, Take 1 card
8. Fishtail, lose 1 card
9. In The Groove, Take 2 cards
10. Passed Bike on Inside, Take 1 card
11. Missed Rail, Take 1 card
12. Hit Hay Bale, Lose 1 card
13. Full Off-Camber Power Shift, Lose 1 card
14. Good Position for Straightaway, Take 2 cards
15. Missed Shift, Lose 1 card
16. Hit Shift, Take 1 card
17. In Groove, Take 1 card
18. Low Profile in Straight, Take 2 cards
19. Collision, Lose 2 cards
20. Dropped Gearbox, Lose 2 cards
21. Good Jump, Take 2 cards
22. Wrong Gear Ratio, lose 2 cards
23. Passed European Rider, Take 2 cards
24. Missed Fallen Rider, Take 2 cards
25. Out of Shape, Getting Tired, lose 1 card
26. Good Move, Take 1 card
27. Missed Washboard, Take 1 card
28. Keeping Maximum Traction, Take 2 cards
29. Good Move, Take 1 card
30. Passed Another Bike, Take 2 cards
31. Foot Hit Hay Bale, Lose 1 card
32. Bike Set-Up and Prepared, Take 2 cards
33. Passed Preston Petty, Take 2 cards
34. In Groove, Take 2 cards
35. Hit Shift, Take 2 cards
36. High Speed Wobble, lose 1 card
37. Out-of-Gas, Miss 1 turn

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PHONETIC BINGO

OBJECTIVE: To aid the reluctant student in decoding long words. Each word is spelled phonetically. This set of cards deals with three syllable words.

NUMBER OF STUDENTS: Small or large group depending on how many cards you have.

MATERIALS: Bingo cards and markers for each student

PROCEDURE: Play the game like Bingo. Give the entire word, sounding every syllable clearly. You may also give the definitions. Be sure your students understand these are phonetic spellings. Give the words in different order every time. Use any one of the cards as a guide giving the entire words in the order in which the card shows the first syllables. The underlined syllable in the phonetic spelling is the accented syllable.

1. Dig-ni-fied (dig-nuh-fyde) Stately in manner, having dignity; lofty
2. Gro-cer-y (groh-ser-ee) Foodstuffs sold by a grocer; a grocer's shop
3. Pho-to-graph (foh-tuh-graf) A picture recorded on the sensitive film in a camera
4. Re-lin-quish (reh-ling-kwish) To yield, abandon, let go
5. Mo-lass-ses (muh-lass-ez) A syrup derived from sugar during refining
6. Il-lus-trate (il-us-trayte) To explain or ornament by pictures or other graphic means
7. Tor-na-do (tor-nay-doh) Violent whirling wind moving in a narrow path at high speed.
8. Cu-cum-ber (kyoo-kum-ber) A deep green seeded vegetable growing on a trailing vine

Many more words may be chosen from the dictionary.

dig-	groh-	reh-	foh-	kyoo-
muh-	il-	tor-	ser-	-lass-
-kum-	- tuh-	Card No.1	-nuh-	-uh-
-nay-	-ling-	-ee	-ez	-doh
-kwhish	-strayt	-fyde	-ber	-graf

groh-	reh-	dig-	muh-	foh-
kyoo-	tor-	il-	-ling-	-uh-
-tuh-	-nuh-	Card No. 2	-ser-	-lass-
-nay-	-kum-	-kwish	-fyde	-ber
-strayt	-ez	-ee	-graf	-doh

reh-	kyoo-	groh-	il-	dig-
tor-	foh-	-nay-	-kum-	-ling-
-nuh-	-ser-	Card No. 3	-tuh-	muh-
-uh-	-lass-	-strayt-	-ee	-kwish
-doh	-graf	-ber	-ez	-fyde

kyoo-	foh-	muh-	reh-	il-
dig-	groh-	tor-	-nuh-	-kum-
-ser-	-ling-	Card No.4	-lass-	-nay-
-uh-	-tuh-	-ber	-ee	-doh
-fyde	-kwish	-eg	-strayt	-graf

REFERENCE REVIEW

OBJECTIVE: To increase students' skills in using an index, table of contents or other reference resource

NUMBER OF STUDENTS: Class

MATERIALS: Class set of textbooks (dictionaries, telephone books or newspapers could also be used)

PROCEDURE: Divide the class into two teams and assign each team member a number. Have the class turn to the index. The teacher asks a question such as, "Who can tell me the date of Franklin Roosevelt's death?" and writes his name on the board. The students search the index for his name, the page listing for his death and turn to that page to find the date. When most of the students appear to have found it, the teacher calls a number and the two students with that number race to the board to write the correct answer. The first to finish wins a point for his/her team.

RELAY REVIEW

OBJECTIVE: To reinforce beginning sounds. This game may be adapted to review almost any subject. For example, if the students need a quick multiplication review, one could write numbers on the board and have the students list multiples of that number below it: 6 would have 12, 18, 24, 30.

NUMBER OF STUDENTS: Class

MATERIALS: Blackboard, chalk and a list of beginning sound and possible words made from them.

PROCEDURE: Divide the class into as many teams as you have beginning sounds. Each team stands in a line in front of their beginning sound. At a signal the first student in each line writes a word using the starting sound for that team. The student hands the chalk to the next person in line and is seated. That person, in turn, writes a word on the board and is seated. Play continues in this manner. The winning team is the first one finished (with correctly spelled words) and seated.

STUDENT SYNONYMS

OBJECTIVE: To find and use a synonym when given a word from a unit of study. Vocabulary words from any content area may be used.

NUMBER OF STUDENTS: Class

MATERIALS: Vocabulary words to be reinforced

PROCEDURE: Choose two teams and a captain for each team. Each captain sits in front of the blackboard facing the class. The teacher writes the vocabulary word on the board. Team members take turns giving synonyms to their captains until one captain gives the proper word. The first captain to give the correct word earns a point for his/her team and points are recorded on the board.

The following is a list of synonyms which could be used:

forever - always
empty - vacant
slim - thin
gloomy - dark
mistake - error
remember - recall
quiet - noiseless
slide - skid
select - choose
penny - cent
old - ancient
ring - circle
large - huge
jump - leap
fall - tumble
permit - allow
strength - power
accuse - blame
clear - plain
reason - cause
relate - tell
pick - gather
cut - chop

serious - grave
scare - frighten
dwarf - midget
many - numerous
expand - enlarge
rescue - save
evil - wicked
port - harbor
smooth - even
parcel - package
loyal - faithful
grateful - thankful
anxious - eager
warn - caution
conquer - defeat
sadness - grief
tired - weary
gigantic - huge
pledge - promise
voyage - journey
miniature - small
fair - just
buy - purchase

SYLLABLE SPLIT-UP

OBJECTIVE: To improve word recognition, pronunciation, and spelling by understanding syllabication

NUMBER OF STUDENTS: 2 to 4 and a student technician

MATERIALS: Cards containing words the teacher wishes to students to know (see suggested list). These should not be broken up by syllable.

PROCEDURE: Place the cards in a stack face down in the center of the table. The players take turns drawing a card. The player names the word, the number of syllables in the word and indicates what the syllables are. If the player has answered correctly, he keeps the card. If player misses the anwer, the card is placed face down at the bottom of the pile. The player having the most cards at the end of the game is the winner. The student technician checks the answer given against the master list.

By placing a time limit on the game, the element of suspense is added to the game situation.

tur-tle	dead-ly	jun-gles	ti-ger
na-tive	heav-y	inch-es	low-ered
bot-tom	cap-tured	fly	shine
rain	re-ply	di-vine	a-fraid
par-ty	en-gine	cap-tain	de-stroy
sil-ver	five	col-lect	mu-sic
joy	ar-rive	ri-fle	chair
re-pair	cir-cle	nest	ba-con
pre-pare	lem-on	ra-di-a-tor	a-larm
mer-chant	cur-tain	com-plete	i-mag-ine
as-sure	pas-sen-ger	con-fi-dent	Can-a-da
gen-er-ous	at-ten-tion	em-bar-rass	ad-ven-ture
op-po-nent	hand-ker-chief	dy-na-mite	car-pen-ter
des-per-ate	trag-e-dy	man-a-tee	en-gi-neer
in-ter-cept	rep-re-sent	in-tro-duce	ob-ser-va-tion
lo-co-mo-tive	pre-his-tor-ic	ex-ca-va-tion	hair
ed-u-ca-tion	thread	earn	wail
south	fault	down	feet
meal	might	field	au-thor
ea-ger	sky	pow-der	roy-al
dair-y	be-low	ap-roach	at-tack

WORDOPOLY

YOU WILL NEED:

A package of play money (or ditto your own)
Property cards
Skill cards
Chance (?) cards
Dice
Markers

PASS TO EACH PLAYER:

a marker
Five $1.00 bills
Five $5.00 bills
Five $10.00 bills
Five $20.00 bills
The remainder of the money goes into a pile known as the "Bank."

APPOINT: A banker to take care of the money and someone to take care of the skill cards and the property cards.

PLAYING RULES:

The first player throws the dice and moves his marker the correct number of spaces. He can land on several types of spaces:

1. Chance: Player takes a ? card and follows the directions.

2. Go to jail.

3. Jail: Player has 1 chance to roll doubles (2 dice the same). If he/she shoots doubles, he/she leaves jail immediately. If not, player must pay $50 to the bank or stay in jail.

4. Free Parking: Player does nothing for that turn.

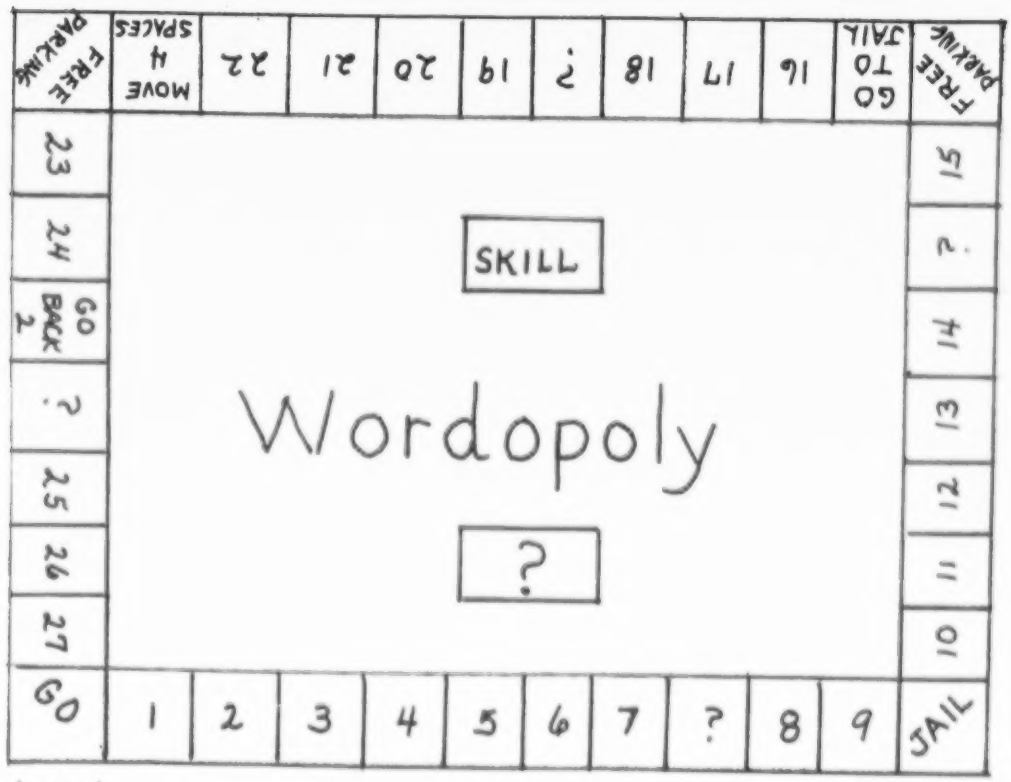
5. Property: When a player lands on a property space, the person in charge of property finds the matching property card, draws a skill card and asks the player the question on it. (Skill card questions can be changed to apply to your lesson.) If the player answers the question correctly, he/she may purchase the property for $10.

Once property has been bought, all players who land on it must pay the owner rent. If they answer the skill card question correctly, they pay the amount shown; if not, it is doubled.

The winner is the player with the most money and property at the end of playing time.

To play this game you may use a regular Monopoly game and merely add the skill cards of your choice. The player could not buy property without performing the skill.

If you wish to design your own board (students could do this), we have shown ours on the following page. The numbers on the board correspond with the property names which are included as well.



Go (corner)

1. Inksylvania Ave. (Pennsylvania Ave.)
2. South Carolina Ave. (North Carolina Ave.)
3. Gas Company (Electric Company)
4. Specific Ave. (Pacific Ave.)
5. Long Line Railroad (Short Line Railroad)
6. New Jersey Ave. (New York Ave.)
7. St. John's Place (St. James Place)
   Chance
8. Wellinois Ave. (Illinois Ave.)
9. Outdiana Ave. (Indiana Ave.)
10. Charlie's Place (St. Charles Place)
11. Virginia Slim Ave. (Virginia Ave.)
12. Cities Ave. (State Ave.)
13. Skunk Railroad (B. & O. Railroad)
14. Meditate Ave. (Mediterranean Ave.)
15. Balding Ave. (Baltic Ave.)
16. Venture Ave. (Ventor Ave.)
17. Moving Gardens (Marvin Gardens)
18. Fatlantic Ave. (Atlantic Ave.)
19. Pencilvania Railroad (Pennsylvania Railroad)
20. Disconnect Ave. (Connecticut Ave.)
21. Vermin Ave. (Vermont Ave.)
22. Italian Ave. (Oriental Ave.)
    Move Four Spaces
    Free Parking (corner)
23. Boardrun (Boardwalk)
24. No Parking Place (Park Place)
    Go back 2 spaces
    Chance
25. Writing Railroad (Reading Railroad)
26. Tallahassee Ave. (Tennessee Ave.)
27. Old York Ave. (New York Ave.)

VOCABULARY RESOURCES

For student use:

Building Word Power (The MCP Skillboosters) Books D, E, F	Modern Curriculum Press 13900 Prospect Road Cleveland, Ohio 44136
edl Skill Development for Controlled Reading	Educational Development Lab Western Regional Distribution Center 8171 Redwood Highway Novato, California 94947
edl Word Clues, Books G - J	Educational Development Lab
The Hoffman Program	Gould, Incorporated Information Systems Division 4423 Arden Drive El Monte, California 91734
Kids' Stuff, Reading and Language Experiences Intermediate through Junior High (good for games)	Incentive Publishers Box 12522 Nashville, Tennessee 37212 ORDER FROM: Teachers' Exchange of San Francisco San Francisco, California 94121
Picto-cabulary Series, Sets 111 and 222	Barnell Loft, Ltd. 958 Church St. Baldwin, New York 11510
Reader's Digest (Word Power, Vocabulary Building)	Reader's Digest Pleasantville, New York 10570
Reading For Concepts, Books A - H	Webster Division, McGraw-Hill Book Company 8171 Redwood Highway Novato, California 94947
Scholastic Scope (good for games)	Scholastic Magazines 902 Sylvan Avenue Englewood Cliffs, New Jersey 07632
Vocabulab 3	Science Research Associates, Inc. 259 Erie Street Chicago, Illinois 60611

VIP - Vocabulary Improvement Practice	Harcourt, Brace, Jovanovich Polk and Geary San Francisco, California 94109
Wordcraft, Books 1, 2, 3	Communicad The Communications Academy Box 541 Wilton, Connecticut 06897
Word-O-Rama, Intermediate and Advanced	Dexter and Westbrook, Ltd. 958 Church St. Baldwin, New York 11510
World of Vocabulary, Books 1, 2, 3, 4	Learning Trends (A Division of Globe Book Co.) 175 Fifth Ave. New York, New York 10010

REFERENCE TEXTS

Sisson's Synonyms by A. F. Sisson	Parker Publishing Co., Inc. West Nyack, New York
Family Word Finder (Synonyms and Antonyms)	Reader's Digest Pleasantville, New York 10570
New Ways to Greater Word Power by Roger B. Goodman and David Lewin	Dell Publishing Co., Inc. 1 Dag Hammarskjold Plaza New York, New York 10017
Word Power Made Easy by Norman Lewis	Doubleday and Co. School and Library Division 501 Franklin Ave. Garden City, Long Island, N.Y. 11510
Journal of Reading	International Reading Association

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Piercey, Dorothy, *Reading Activities in Content Areas.* Allyn and Bacon, 1976.

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